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ABSTRACT

This telephone survey of Kentucky beginning teachers examined overall preparation; preparation for Kentucky's new teacher standards; preparation of teachers for Kentucky's instructional initiatives; influence of teacher preparation institutions on attitudes toward school reform; agreement with beliefs underlying Kentucky's Education Reform Act (KERA); helpfulness of the Kentucky Teacher Internship Programs; and making a difference in students' lives. About 6 in 10 respondents were extremely or very well-prepared to teach in Kentucky schools. Those prepared in Kentucky institutions felt better prepared for Kentucky's schools than those prepared elsewhere. There was wide variation in preparedness for new teacher standards and preparedness for the seven attributes of Kentucky's primary program. Less than half of new 5th-12th grade teachers felt extremely well-prepared to implement or participate in key instructional practices initiated by KERA. All respondents felt much less prepared to implement or participate in eight specific programs and practices initiated by Kentucky's school reform law than to implement traditional teaching skills of planning, implementing, and assessing instruction. Three-quarters of new teachers believed their preparation program positively influenced them concerning KERA. Respondents rated the Kentucky Teacher Internship Program highly. Most felt certain they were making a difference in students' lives. The study questionnaire is appended. (SM)

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THE KENTUCKY INSTITUTE FOR EDUCATION RESEARCH

The Preparation of Teachers for Kentucky Schools

A Survey of New Teachers

conducted by

Wilkerson and Associates
Louisville, Kentucky

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January 1997

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The Preparation of Teachers for Kentucky Schools:

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Summary Report

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Preface

The survey of new teachers reported in this document was produced by The Kentucky Institute for Education Research (KIER), an independent non-profit agency with a mission to evaluate the effects of education reform in Kentucky and recommend how the benefits of Kentucky's statewide effort can be enhanced. The primary purpose of this study was to provide a basis for further inquiry into how well Kentucky teachers are being prepared for various aspects of teaching and to inform teacher educators and policy makers about ways to improve teacher preparation programs.

To conduct this statewide survey of new teachers, KIER employed the services of an independent contractor, Wilkerson and Associates of Louisville, Kentucky. While the questions asked new teachers were developed by the Institute in collaboration with the Kentucky Department of Education and The Council on Higher Education, the written analysis and findings are those of the independent contractor.

Survey results regarding teacher preparedness are reported for various aspects of Kentucky's New Teacher Standards and KERA initiatives; for teachers prepared in different types of institutions; for first, second, and third year teachers; and for the school level in which teachers practice. Some data are presented for each of the eight state universities to show variation in preparedness across standards and institutions.

It is the position of KIER that the data from larger groups can inform us about the relative strengths of different aspects of teacher preparation and serve as the basis for further inquiry into teacher preparation programs in Kentucky. However, the results reported for specific institutions should not be used to draw conclusions about the comparative quality of individual preparation programs. The small sample and unique characteristics of individual programs and graduates prevent us from making inferences about their quality without additional information and analysis.

KIER commends Wilkerson and Associates for their persistent and concentrated effort to address the objectives of the survey and to collect data in a professional and scientific manner. A special thanks is due to Mr. Allen Whitehouse, who managed the survey, for his tireless efforts to address the many challenges in a statewide telephone survey of this magnitude.

This study was conducted with support from the Annie E. Casey Foundation, the Kentucky Department of Education, The Kentucky Council on Higher Education and the Prichard Committee.

Roger Pankratz
Executive Director
Kentucky Institute for
Education Research

Executive Summary

Background

In July 1996, the Kentucky Institute for Education Research (KIER) contracted the services of Wilkerson & Associates to conduct a telephone survey among new teachers teaching within the state of Kentucky. The objectives of this research were to determine how well new teachers are prepared to teach in Kentucky's schools in terms of:

1. Overall preparation.
2. Preparation for Kentucky's new teachers standards.
3. Preparation of primary teachers for implementation of the seven attributes of Kentucky's primary program.
4. Preparation of middle school teachers for KERA instructional initiatives.
5. Preparation of high school teachers for KERA instructional initiatives.
6. Preparation of new teachers for major KERA initiatives.
7. Influence of teacher preparation institutions on attitudes toward school reform.
8. New teachers' agreement with beliefs underlying KERA.
9. Helpfulness of the Kentucky Teacher Internship Programs.
10. New teachers making a difference in their students' lives.

Methodology

To accomplish the above objectives, we completed 1066 telephone interviews with new teachers currently teaching in one of Kentucky's public schools. Quotas were established by each major institution (both public and private) within the state of Kentucky. The larger private colleges and all of the state universities had a boosted segment to further ensure that the answers we received would be representative of that institution. Once all surveys were completed, the data was statistically weighted to reflect each institutions actual percentage of new teachers.

New teachers were defined as teachers who had been teaching within the state of Kentucky for no longer than three years during the 1995-96 school year. Teachers' lists of home phone numbers were obtained from the Kentucky Education Association (KEA) membership files, which represent about 85% of all teachers in the state. Telephone interviews were then conducted with the teachers in their homes.

Interviews were conducted between July 25 and August 13, 1996. Please note that due to a special effort to obtain a satisfactory sample of new teachers who received their teacher preparation from Kentucky State University, additional interviews were completed with graduates of KSU between the dates of December 11, 1996 and January 9, 1997.

Sampling Error

This survey, like all others, is based upon a sample of respondents drawn at random from the research populations previously described. The sample is representative of the population from which it was drawn, and all of the statistics should generally reflect the results we would have obtained if we had spoken to every new teacher in Kentucky. But, our statistics may not be exactly correct because our results are only based upon a sample of respondents. Fortunately, we can estimate the potential sampling error. Also, since we are dealing with a finite universe we are able to adjust the margin of error to reflect this finite population. As with all surveys, the margin of error is dependent on the number of interviews in the sample. The following table estimates the sampling error of all analysis groups at the 90% level of confidence.

Segment	Approximate Universe Counts	Sample Size	90% Margin of Error
All New Teachers	5,488	1,066	± 2.26%
Kentucky's State Colleges & Universities	3,852	791	± 2.61%
Kentucky's Private Colleges & Universities	1,636	176	± 5.86%
Out-of- State Colleges & Universities	660	99	± 7.63%
EKU	783	158	± 5.85%
KSU	46	25	± 11.24%
Morehead	535	108	± 7.08%
Murray	407	80	± 8.25%
NKU	289	57	± 9.78%
UK	519	109	± 7.01%
UL	450	87	± 7.93%
WKU	823	167	± 5.69%
Primary Teachers	1,768	391	± 3.67%
Fourth Grade Teachers	309	174	± 4.13%
Grade 5-8 Teachers	1,533	406	± 3.50%
Grade 9-12 Teachers	1,612	293	± 4.35%
First Year Teachers	1,850	385	± 3.73%
Second Year Teachers	1,913	360	± 3.91%
Third Year Teachers	1,725	321	± 4.14%

Main Findings

Objective 1

1. About six out of ten teachers with one to three years experience said they were extremely or very well prepared to teach in Kentucky schools. About an additional one-third said they were moderately prepared, while 6% said that their college or university had prepared them poorly.

2. As a group, teachers who graduated from smaller private colleges and universities gave higher marks to their preparation programs than did teachers prepared in state institutions; however, there was considerable variation across both private and state supported institutions.

3. In general, teachers prepared by Kentucky colleges and universities felt better prepared to teach in Kentucky's schools than teachers prepared out of state.

4. Teachers in their third year of teaching felt that they were not as well prepared as were first or second year teachers.

Objective 2

1. With regard to Kentucky's new teacher standards, there was a wide variation in reported preparedness. Responses varied from 80% stating that they were extremely or very well prepared to *establish a positive learning environment for students*, while only 31% felt as prepared to *use technology as an integral part of instruction.*

2. In general, new teachers felt best prepared to *design and plan for instruction, communicate high expectations*, and *use different teaching strategies*; they felt least prepared *to use technology in instruction, engage in professional development, provide for diversity among students, address discipline problems*, and *use a variety of student assessments*.

Objective 3

1. With regard to the seven attributes of Kentucky's primary program, there were significant differences in reported preparedness. New teachers who taught kindergarten through fourth grades felt best prepared to *design developmentally appropriate practices* and *engage in professional team work*. They felt least prepared to *use authentic assessment* and *qualitative reporting*.

2. The teachers who were trained out of state, as did those who were trained at an in-state institution, felt as well prepared to implement these seven attributes of Kentucky's primary program. The exception was *multi-age/multi-ability grouping* for which 55% of Kentucky trained teachers felt extremely or very well prepared compared to only 37% of those trained out of state.

3. First and second year elementary teachers felt significantly better prepared to implement all seven attributes of the primary program than did teachers in their third year of teaching.

Objectives 4 and 5

1. Fewer than half of new teachers teaching fifth through twelfth grades stated that they felt extremely well prepared to implement or participate in key instructional practices initiated by KERA. Also, fewer than one in five felt well prepared to participate in *school transformation planning* required by all schools in Kentucky.

2. As was the case with the kindergarten through fourth grade teachers, new middle school and high school teachers who graduated from in-state institutions reported better preparation for key instructional practices initiated by KERA than did teachers prepared out of state.

3. Also, teachers trained more recently (first and second year teachers) felt better prepared for KERA instructional practices than teachers who had completed their training in 1993 or earlier.

Objective 6

1. All new teachers reported that they were much less prepared to implement or participate in the eight specific programs and practices initiated by Kentucky's school reform law than they were to implement the traditional teaching skills of planning, implementing, and assessing instruction.

2. Only about one-third of the new teachers stated that they were very well prepared to teach *writing portfolios* and *use performance events*, while about one-fifth reported that they were very well prepared to make use of *extended school services* or the *family resource and youth services centers* and four out of ten were poorly prepared to implement *Kentucky's education technology system.*

3. Teachers trained in Kentucky reported higher levels of preparedness than did new teachers prepared out of state. The same was true of the teachers who have been trained more recently as they reported that they were better prepared than were the teachers graduating in 1993 or earlier.

Objective 7

1. About three-fourths of the new teachers reported that their preparation program had influenced them in a positive manner concerning KERA. The remaining one-fourth reported that their college or university had either no influence or a negative influence on their attitudes toward KERA.

Objective 8

1. New teachers were in high agreement with the following principles of operation underlying the design of KERA:

   - *We should set high standards for all children* (94% agreement)
   - *All children can learn and most at a high level* (84%)
   - *Schools should be held accountable for student learning* (80%)
   - *Both rewards and sanctions are necessary incentives to encourage high performance in schools* (59%)

Objective 9

1. New teachers gave high marks to the Kentucky Teacher Internship Program and to the members of their assistance and assessment team.

Objective 10

1. Nearly all new teachers (97%) reported they were certain that they were making a difference in the lives of the children they teach. However, the new teachers who are currently teaching at the elementary level were more certain about this than were the middle or high school teachers.

Objective 1:

Overall Preparation

Objective 1

1. A majority (59%) of all new teachers in Kentucky reported that they were extremely or very well prepared for actually teaching in Kentucky's schools.

2. Of the new teachers who graduated from private colleges or universities in Kentucky, 68% stated that they felt extremely or very well prepared. This was significantly higher than the total for all new teachers.

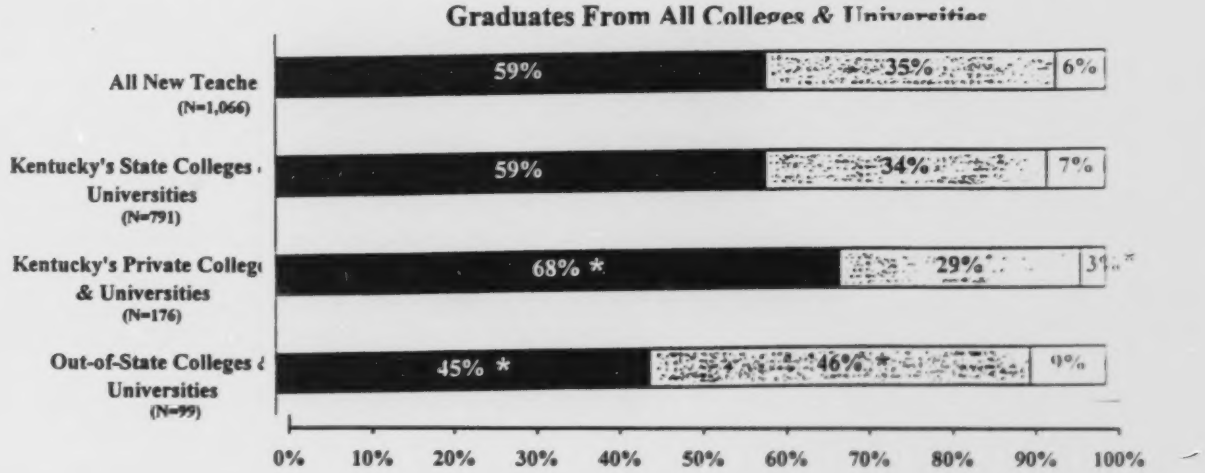
3. Only 45% of the new teachers who graduated from out of state institutions stated that they were extremely or very well prepared to teach in Kentucky's schools. This is significantly lower than the total for all new teachers.

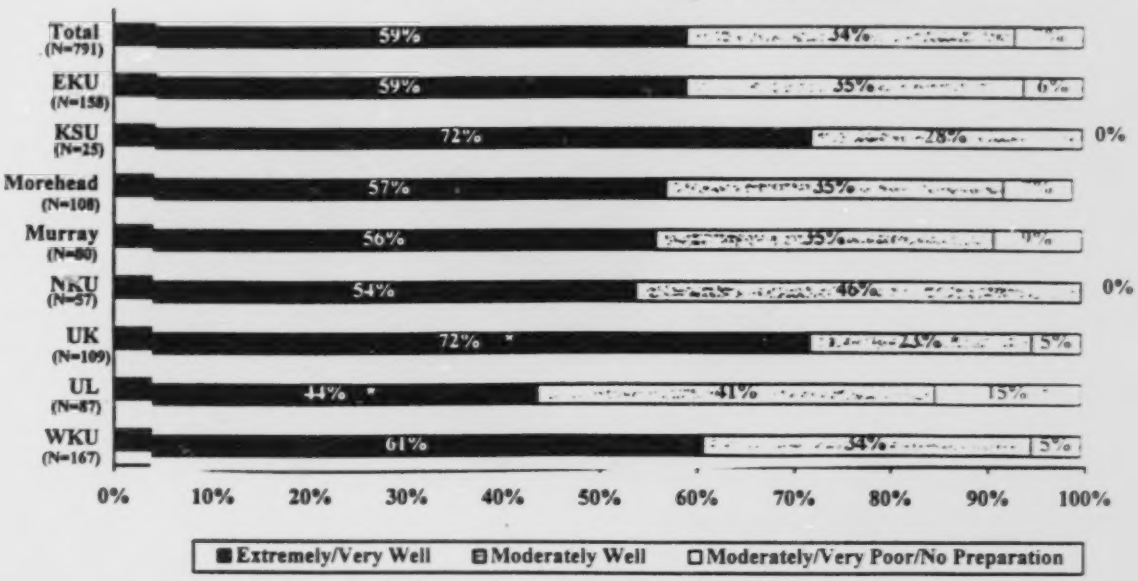
4. Levels of extremely or very well prepared varied from a high of 72% to a low of 44% for Kentucky's state universities.

5. First year teachers report higher levels of preparedness than do third year teachers.

OVERALL PREPARATION FOR TEACHING

Q1. How well do you feel your college's teacher preparation program prepared you for actually teaching in Kentucky's schools? Would you say that your teacher preparation program prepared you extremely well, very well, moderately well, moderately poor, or very poorly for actually teaching in Kentucky's schools?





Base: All teachers.
Note: Due to "don't know" responses and/or rounding, these percentages may not add to 100%.
*Indicates a response which is statistically different from All New Teachers total at or beyond the .05 confidence level.

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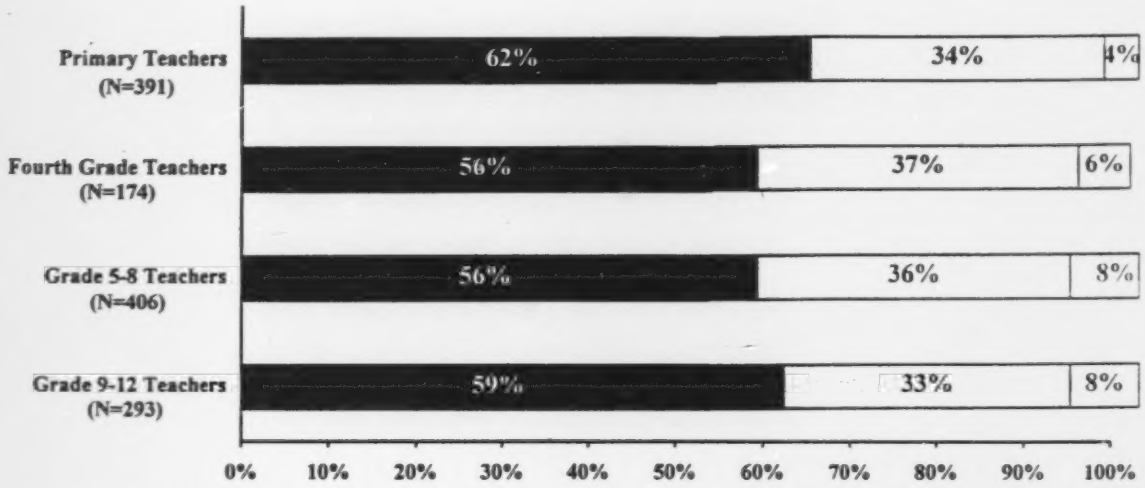
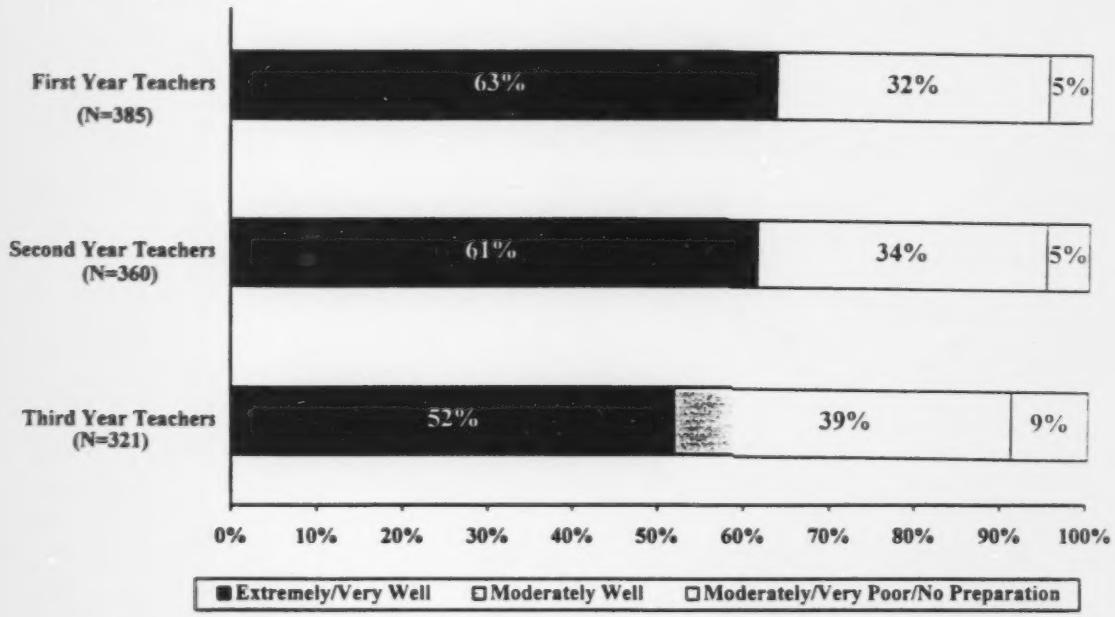
OVERALL PREPARATION FOR TEACHING

Q1. How well do you feel your college's teacher preparation program prepared you for actually teaching in Kentucky's schools? Would you say that your teacher preparation program prepared you extremely well, very well, moderately well, moderately poor, or very poorly for actually teaching in Kentucky's schools?



Note: When segmenting teachers by grade taught there will be some overlap in sample due to teachers who teach multiple grade levels.



Base: All teachers.
Note: Due to "don't know" responses and/or rounding, these percentages may not add to 100%.

Objective 2:

Preparation for Kentucky's New Teachers Standards

Objective 2:

1. Levels of extremely or very well prepared for Kentucky's new teachers standards ranged from a high of 80% to a low of 31%.

   The following items were considered areas of high preparation (Extremely/Very Well Prepared of 66% or above):

   - Establish a positive classroom learning environment.
   - Communicate high expectations to your students.
   - Use different teaching strategies for different instructional purposes.
   - Design instruction that is developmentally appropriate for the students you teach.
   - Communicate knowledge and core concepts of content areas you teach.

   These standards were considered to be areas of moderate preparation (between 50% and 66% Extremely/Very Well Prepared):

   - Evaluate your teaching and plan ways to improve your effectiveness.
   - Provide instruction for a wide range of abilities.
   - Modify classroom processes and procedures as the situation demands.
   - Design instruction to teach thinking and problem solving skills.
   - Collaborate with other teachers in planning instruction.
   - Design instruction to achieve Kentucky's learning goals and academic expectations.

   Areas of low preparation included (below 50% Extremely/Very Well Prepared):

   - Use a variety of assessments including portfolios, open-ended questions, and performance events.
   - Address student discipline problems.
   - Design instruction for students of diverse ethnic and cultural backgrounds.
   - Identify professional development options and plan a program for your professional growth.
   - Use technology as an integral part of instruction.

2. In general, new teachers graduating from Kentucky's private colleges and universities felt better prepared than those trained at state universities.

3. Also, the new teachers trained in Kentucky felt better prepared than those trained out of state.

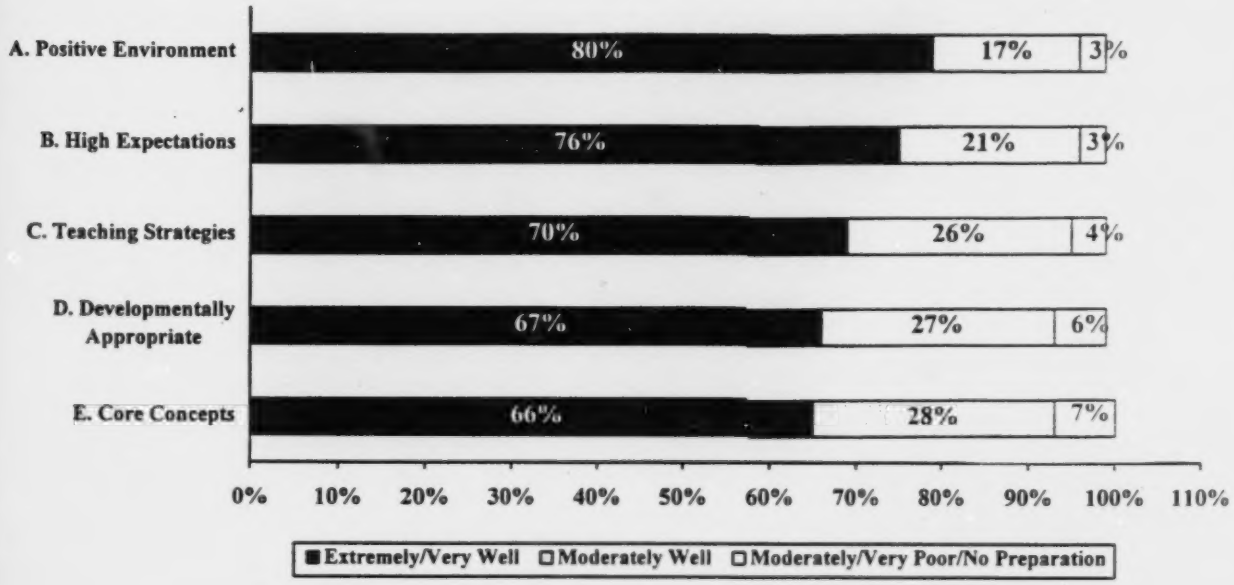
4. Teachers teaching in the primary program (K - 3) and in grade 4 reported that they were better prepared than the middle and high school teachers.

5. First and second year teachers felt better prepared for the new teaching standards than the third year teachers.

PREPARATION FOR KENTUCKY'S NEW TEACHING STANDARDS

- Areas of High Preparation -

Q2. How well or poorly do you feel you were prepared by your college's teacher preparation program to _____, would you say that your were prepared extremely well, very well, moderately well, moderately poor, or very poorly in this area?



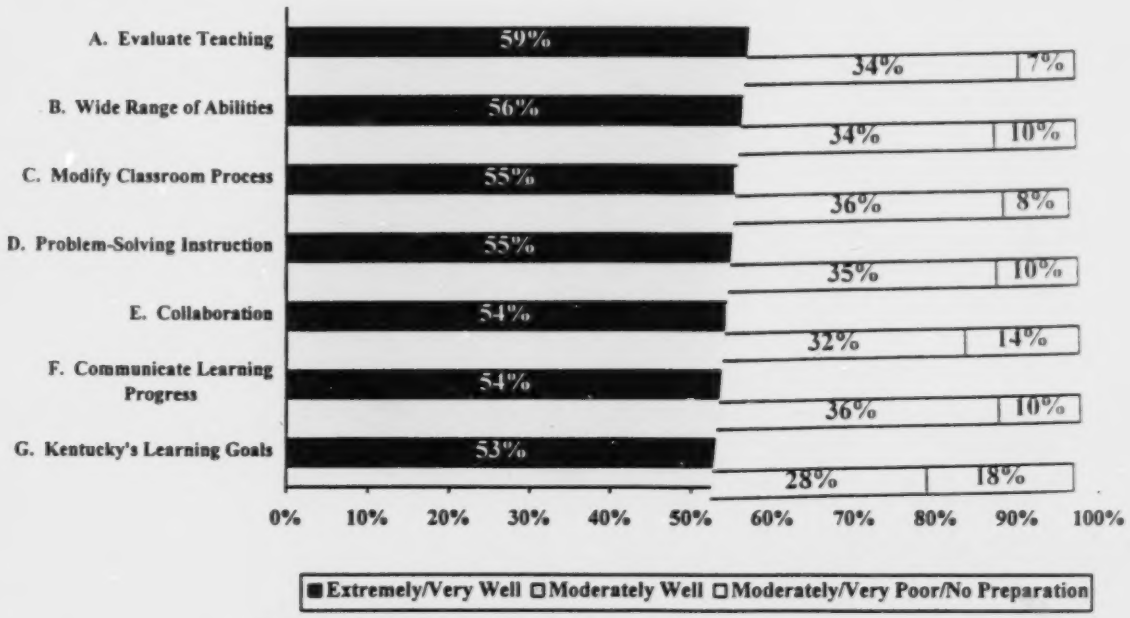
Base: All Teachers (N=1,066)
Note: Due to "don't know" responses and/or rounding, these percentages may not add to 100%.

KEY FOR CHART
A. Establish a positive classroom learning environment
B. Communicate high expectations to your students
C. Use different teaching strategies for different instructional purposes
D. Design instruction that is developmentally appropriate for the students you teach
E. Communicate knowledge and core concepts of content areas you teach

PREPARATION FOR KENTUCKY'S NEW TEACHING STANDARDS

- Areas of Moderate Preparation -

Q2. How well or poorly do you feel you were prepared by your college's teacher preparation program to _____, would you say that your were prepared extremely well, very well, moderately well, moderately poor, or very poorly in this area?

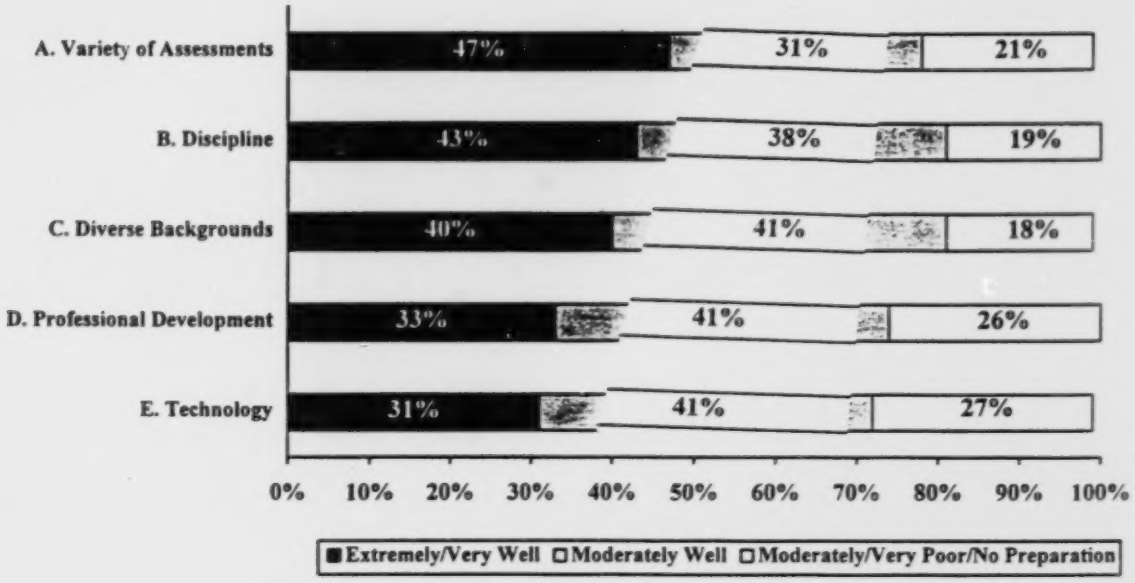


Base: All Teachers (N=1,066)
Note: Due to "don't know" responses and/or rounding, these percentages may not add to 100%.

KEY FOR CHART
A. Evaluate your teaching and plan ways to improve your effectiveness
B. Provide instruction for a wide range of abilities
C. Modify classroom processes and procedures as the situation demands
D. Design instruction to teach thinking and problem-solving skills
E. Collaborate with other teachers in planning instruction
F. Communicate learning progress to students and parents
G. Design instruction to achieve Kentucky's learning goals and academic expectations

PREPARATION FOR KENTUCKY'S NEW TEACHING STANDARDS
- Areas of Low Preparation -

Q2. How well or poorly do you feel you were prepared by your college's teacher preparation program to _____, would you say that your were prepared extremely well, very well, moderately well, moderately poor, or very poorly in this area?



Base: All Teachers (N=1,066)
Note: Due to "don't know" responses and/or rounding, these percentages may not add to 100%.

KEY FOR CHART
A. Use a variety of assessments including portfolios, open-ended questions and performance events
B. Address student discipline problems
C. Design instruction for students of diverse ethnic and cultural backgrounds
D. Identify professional development options and plan a program for your professional growth
E. Use technology as an integral part of instruction

PREPARATION FOR KENTUCKY'S NEW TEACHING STANDARDS
- By Institution Type -

Q2. How well or poorly do you feel you were prepared by your college's teacher preparation program to _____, would you say that your were prepared extremely well, very well, moderately well, moderately poor, or very poorly in this area?

	All New Teachers (N=1,066)	Kentucky's State Colleges & Universities (N=791)	Kentucky's Private Colleges & Universities (N=176)	Out-of-State Colleges & Universities (N=99)
Establish a positive classroom learning environment				
• Extremely/Very Well	80%	79%	85%	78%
• Moderately Well	17%	18%	13%	19%
• Moderately/Very Poor/No Preparation	3%	3%	2%	3%
Communicate high expectations to your students				
• Extremely/Very Well	76%	74%	85%*	74%
• Moderately Well	21%	22%	14%	23%
• Moderately/Very Poor/No Preparation	3%	3%	1%	3%
Use different teaching strategies for different instructional purposes				
• Extremely/Very Well	70%	70%	74%	66%
• Moderately Well	26%	27%	22%	30%
• Moderately/Very Poor/No Preparation	4%	4%	4%	3%
Design instruction that is developmentally appropriate for the students you teach				
• Extremely/Very Well	67%	65%	73%	68%
• Moderately Well	27%	28%	24%	27%
• Moderately/Very Poor/No Preparation	5%	6%	3%	5%
Communicate knowledge and core concepts of content areas you teach				
• Extremely/Very Well	66%	64%	72%	68%
• Moderately Well	28%	29%	26%	27%
• Moderately/Very Poor/No Preparation	6%	7%	2%*	5%
Evaluate your teaching and plan ways to improve your effectiveness				
• Extremely/Very Well	59%	57%	69%*	60%
• Moderately Well	34%	36%	27%	33%
• Moderately/Very Poor/No Preparation	7%	7%	4%	7%

(Table Continued)

* Indicates a response which is statistically different from the All New Teachers total at or beyond the .05 confidence level.
Note: Due to "don't know" responses and/or rounding, these percentages may not add to 100%.

PREPARATION FOR KENTUCKY'S NEW TEACHING STANDARDS
- By Institution Type -

Q2. How well or poorly do you feel you were prepared by your college's teacher preparation program to _____, would you say that your were prepared extremely well, very well, moderately well, moderately poor, or very poorly in this area?

	All New Teachers (N=1,066)	Kentucky's State Colleges & Universities (N=791)	Kentucky's Private Colleges & Universities (N=176)	Out-of-State Colleges & Universities (N=99)
Provide instruction for a wide range of abilities				
• Extremely/Very Well	56%	54%	64%*	59%
• Moderately Well	34%	36%	31%	27%
• Moderately/Very Poor/No Preparation	10%	10%	5%*	14%
Modify classroom processes and procedures as the situation demands				
• Extremely/Very Well	55%	53%	68%*	49%
• Moderately Well	36%	38%	27%	40%
• Moderately/Very Poor/No Preparation	8%	8%	5%	10%
Design instruction to teach thinking and problem-solving skills				
• Extremely/Very Well	55%	53%	62%	54%
• Moderately Well	35%	37%	30%	32%
• Moderately/Very Poor/No Preparation	10%	10%	8%	14%
Collaborate with other teachers in planning instruction				
• Extremely/Very Well	54%	52%	64%*	56%
• Moderately Well	32%	34%	25%	29%
• Moderately/Very Poor/No Preparation	14%	14%	11%	15%
Communicate learning progress to students and parents				
• Extremely/Very Well	54%	52%	59%	59%
• Moderately Well	36%	36%	36%	34%
• Moderately/Very Poor/No Preparation	10%	12%	5%*	7%
Design instruction to achieve Kentucky's learning goals and academic expectations				
• Extremely/Very Well	53%	57%	56%	30%
• Moderately Well	28%	26%	33%	32%
• Moderately/Very Poor/No Preparation	18%	16%	11%*	34%*

(Table Continued)

* Indicates a response which is statistically different from the All New Teachers total at or beyond the .05 confidence level.
Note: Due to "don't know" responses and/or rounding, these percentages may not add to 100%.

PREPARATION FOR KENTUCKY'S NEW TEACHING STANDARDS
- By Institution Type -

Q2. How well or poorly do you feel you were prepared by your college's teacher preparation program to _____, would you say that your were prepared extremely well, very well, moderately well, moderately poor, or very poorly in this area?

	All New Teachers (N=1,066)	Kentucky's State Colleges & Universities (N=791)	Kentucky's Private Colleges & Universities (N=176)	Out-of-State Colleges & Universities (N=99)
Use a variety of assessments including portfolios, open-ended questions and performance events				
• Extremely/Very Well	47%	47%	52%	38%
• Moderately Well	31%	32%	31%	27%
• Moderately/Very Poor/No Preparation	21%	20%	17%	34%*
Address student discipline problems				
• Extremely/Very Well	43%	40%	55%*	42%
• Moderately Well	38%	39%	32%	37%
• Moderately/Very Poor/No Preparation	19%	20%	12%*	20%
Design instruction for students of diverse ethnic and cultural backgrounds				
• Extremely/Very Well	40%	38%	44%	44%
• Moderately Well	41%	42%	42%	35%
• Moderately/Very Poor/No Preparation	18%	19%	14%	20%
Identify professional development options and plan a program for your professional growth				
• Extremely/Very Well	33%	31%	45%*	30%
• Moderately Well	41%	42%	33%	46%
• Moderately/Very Poor/No Preparation	25%	27%	21%	24%
Use technology as an integral part of instruction				
• Extremely/Very Well	31%	30%	38%	31%
• Moderately Well	41%	42%	38%	42%
• Moderately/Very Poor/No Preparation	27%	28%	23%	25%

Base: All Teachers
Note: Due to "don't know" responses and/or rounding, these percentages may not add to 100%.
* Indicates a response which is statistically different from the All New Teachers total at or beyond the .05 confidence level.

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PREPARATION FOR KENTUCKY'S NEW TEACHING STANDARDS
- By State University -

Q2. How well or poorly do you feel you were prepared by your college's teacher preparation program to _____, would you say that your were prepared extremely well, very well, moderately well, moderately poor, or very poorly in this area?

	EKU (N=158)	KSU (N=25)	Morehead (N=108)	Murray (N=80)	NKU (N=57)	UK (N=109)	UL (N=87)	WKU (N=167)
Establish a positive classroom learning environment								
• Extremely/Very Well	78%	92%*	80%	74%	82%	85%	69%*	83%
• Moderately Well	20%	4%	18%	24%	14%	13%	22%	16%
• Moderately/Very Poor/No Preparation	2%	4%	2%	3%	4%	2%	9%	1%
Communicate high expectations to your students								
• Extremely/Very Well	72%	92%	83%*	64%*	75%	82%	58%*	80%
• Moderately Well	25%	8%	13%	32%	19%	16%	38%	18%
• Moderately/Very Poor/No Preparation	3%	--	4%	4%	6%	2%	4%	2%
Use different teaching strategies for different instructional purposes								
• Extremely/Very Well	68%	72%	66%	61%	75%	85%*	59%*	72%
• Moderately Well	26%	28%	30%	35%	23%	13%	37%	25%
• Moderately/Very Poor/No Preparation	6%	--	4%	4%	2%	2%	4%	2%
Design instruction that is developmentally appropriate for the students you teach								
• Extremely/Very Well	61%	60%	65%	59%*	81%*	72%	52%*	72%
• Moderately Well	32%	28%	30%	32%	12%	22%	38%	26%
• Moderately/Very Poor/No Preparation	7%	12%	5%	9%	7%	6%	10%	2%
Communicate knowledge and core concepts of content areas you teach								
• Extremely/Very Well	60%	68%	65%	54%*	74%	73%	54%*	66%
• Moderately Well	32%	28%	29%	40%	19%	17%	35%	28%
• Moderately/Very Poor/No Preparation	6%	4%	6%	5%	7%	7%	9%	5%
Evaluate your teaching and plan ways to improve your effectiveness								
• Extremely/Very Well	55%	60%	54%	48%*	47%	73%*	60%	56%
• Moderately Well	39%	40%	38%	42%	42%	23%	32%	36%
• Moderately/Very Poor/No Preparation	6%	--	7%	10%	9%	3%	8%	7%
Provide instruction for a wide range of abilities								
• Extremely/Very Well	51%	60%	62%	45%	58%	62%	40%*	57%
• Moderately Well	40%	40%	29%	38%	30%	30%	39%	38%
• Moderately/Very Poor/No Preparation	9%	--*	9%	17%	11%	8%	20%*	5%

(Table Continued)

Note: Due to "don't know" responses and/or rounding, these percentages may not add to 100%.

* Indicates a response which is statistically different from the All New Teachers total at or beyond the .05 confidence level.

PREPARATION FOR KENTUCKY'S NEW TEACHING STANDARDS
- By State University -

Q2. How well or poorly do you feel you were prepared by your college's teacher preparation program to _____, would you say that your were prepared extremely well, very well, moderately well, moderately poor, or very poorly in this area?

	EKU (N=158)	KSU (N=25)	Morehead (N=108)	Murray (N=80)	NKU (N=57)	UK (N=109)	UL (N=87)	WKU (N=167)
Modify classroom processes and procedures as the situation demands								
• Extremely/Very Well	49%	64%	54%	38%*	67%	64%	44%*	56%
• Moderately Well	39%	36%	40%	47%	30%	32%	40%	38%
• Moderately/Very Poor/No Preparation	11%	--	6%	15%	3%*	3%*	16%*	5%
Design instruction to teach thinking and problem-solving skills								
• Extremely/Very Well	54%	68%	44%*	44%	61%	64%	47%	56%
• Moderately Well	36%	28%	45%	45%	37%	29%	37%	34%
• Moderately/Very Poor/No Preparation	10%	4%	11%	11%	2%*	6%	16%	10%
Collaborate with other teachers in planning instruction								
• Extremely/Very Well	49%	72%	46%	43%*	68%*	54%	51%	55%
• Moderately Well	32%	24%	32%	38%	19%	40%	36%	35%
• Moderately/Very Poor/No Preparation	17%	4%*	20%	18%	12%	6%*	13%	10%
Communicate learning progress to students and parents								
• Extremely/Very Well	52%	80%	46%	47%	58%	57%	39%*	58%
• Moderately Well	32%	20%	37%	39%	35%	37%	46%	34%
• Moderately/Very Poor/No Preparation	16%*	--	14%	14%	7%	6%	14%	8%
Design instruction to achieve Kentucky's learning goals and academic expectations								
• Extremely/Very Well	55%	76%	53%	43%	63%	62%	49%	66%*
• Moderately Well	24%	12%	25%	26%	30%	27%	29%	22%
• Moderately/Very Poor/No Preparation	20%	12%	21%	21%	--*	11%*	22%	11%*
Use a variety of assessments including portfolios, open-ended questions and performance events								
• Extremely/Very Well	43%	44%	44%	38%	60%	58%*	45%	50%
• Moderately Well	35%	44%	37%	36%	25%	28%	28%	31%
• Moderately/Very Poor/No Preparation	18%	12%	17%	24%	14%	9%*	23%	16%
Address student discipline problems								
• Extremely/Very Well	42%	48%	41%	26%*	46%	51%	29%*	42%
• Moderately Well	37%	36%	41%	44%	37%	33%	38%	44%
• Moderately/Very Poor/No Preparation	21%	16%	18%	30%*	16%	14%	31%*	14%

(Table Continued)

Note: Due to "don't know" responses and/or rounding, these percentages may not add to 100%.

* Indicates a response which is statistically different from the All New Teachers total at or beyond the .05 confidence level.

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PREPARATION FOR KENTUCKY'S NEW TEACHING STANDARDS
- By State University -

Q2. How well or poorly do you feel you were prepared by your college's teacher preparation program to _____, would you say that your were prepared extremely well, very well, moderately well, moderately poor, or very poorly in this area?

	EKU (N=158)	KSU (N=25)	Morehead (N=108)	Murray (N=80)	NKU (N=57)	UK (N=109)	UL (N=87)	WKU (N=167)
Design instruction for students of diverse ethnic and cultural backgrounds								
• Extremely/Very Well	33%	84%*	29%*	30%	44%	52%*	40%	39%
• Moderately Well	46%	16%	41%	38%	40%	31%	38%	49%
• Moderately/Very Poor/No Preparation	21%	–	30%*	31%*	16%	6%*	22%	11%*
Identify professional development options and plan a program for your professional growth								
• Extremely/Very Well	33%	28%	30%	21%*	32%	32%	24%	37%
• Moderately Well	43%	56%	42%	41%	44%	42%	43%	41%
• Moderately/Very Poor/No Preparation	21%	16%	26%	34%	23%	23%	30%	21%
Use technology as an integral part of instruction								
• Extremely/Very Well	30%	40%	33%	26%	26%	29%	26%	32%
• Moderately Well	41%	40%	40%	48%	44%	46%	35%	41%
• Moderately/Very Poor/No Preparation	29%	20%	27%	25%	26%	23%	37%	26%

Base: All Teachers

Note: Due to "don't know" responses and/or rounding, these percentages may not add to 100%.

* Indicates a response which is statistically different from the All New Teachers total at or beyond the .05 confidence level.

PREPARATION FOR KENTUCKY'S NEW TEACHING STANDARDS
- By Grade Taught -

Q2. How well or poorly do you feel you were prepared by your college's teacher preparation program to _____, would you say that your were prepared extremely well, very well, moderately well, moderately poor, or very poorly in this area?

	Primary (K-3) Teachers (N=391)	Fourth Grade Teachers (N=174)	Grade 5-8 Teachers (N=406)	Grade 9-12 Teachers (N=293)
Establish a positive classroom learning environment				
• Extremely/Very Well	85%*	90%*	81%	71%*
• Moderately Well	14%	10%	16%	24%
• Moderately/Very Poor/No Preparation	1%	1%	3%	5%
Communicate high expectations to your students				
• Extremely/Very Well	78%	79%	77%	70%*
• Moderately Well	20%	17%	19%	27%
• Moderately/Very Poor/No Preparation	2%	4%	3%	3%
Use different teaching strategies for different instructional purposes				
• Extremely/Very Well	72%	69%	74%	64%
• Moderately Well	26%	29%	23%	30%
• Moderately/Very Poor/No Preparation	3%	2%	4%	6%
Design instruction that is developmentally appropriate for the students you teach				
• Extremely/Very Well	72%	71%	68%	58%*
• Moderately Well	25%	26%	26%	33%
• Moderately/Very Poor/No Preparation	4%	4%	6%	9%*
Communicate knowledge and core concepts of content areas you teach				
• Extremely/Very Well	67%	66%	64%	64%
• Moderately Well	29%	29%	28%	27%
• Moderately/Very Poor/No Preparation	4%	6%	8%	9%
Evaluate your teaching and plan ways to improve your effectiveness				
• Extremely/Very Well	58%	59%	58%	59%
• Moderately Well	37%	36%	34%	33%
• Moderately/Very Poor/No Preparation	5%	5%	8%	9%

(Table Continued)

Note: Due to "don't know" responses and/or rounding, these percentages may not add to 100%. When segmenting teachers by grade taught there will be some overlap in sample due to teachers who teach multiple grade levels.

* Indicates a response which is statistically different from the All New Teachers total at or beyond the .05 confidence level.

PREPARATION FOR KENTUCKY'S NEW TEACHING STANDARDS
- By Grade Taught -

Q2. How well or poorly do you feel you were prepared by your college's teacher preparation program to _____, would you say that your were prepared extremely well, very well, moderately well, moderately poor, or very poorly in this area?

	Primary (K-3) Teachers (N=391)	Fourth Grade Teachers (N=174)	Grade 5-8 Teachers (N=406)	Grade 9-12 Teachers (N=293)
Provide instruction for a wide range of abilities				
• Extremely/Very Well	59%	65%*	57%	52%
• Moderately Well	35%	28%	32%	32%
• Moderately/Very Poor/No Preparation	7%	7%	11%	15%*
Modify classroom processes and procedures as the situation demands				
• Extremely/Very Well	61%	59%	52%	50%
• Moderately Well	34%	37%	39%	36%
• Moderately/Very Poor/No Preparation	6%	4%*	8%	14%*
Design instruction to teach thinking and problem-solving skills				
• Extremely/Very Well	56%	55%	55%	51%
• Moderately Well	37%	37%	34%	35%
• Moderately/Very Poor/No Preparation	7%	7%	11%	14%
Collaborate with other teachers in planning instruction				
• Extremely/Very Well	61%*	56%	51%	45%*
• Moderately Well	29%	31%	35%	35%
• Moderately/Very Poor/No Preparation	9%*	13%	14%	19%*
Communicate learning progress to students and parents				
• Extremely/Very Well	57%	49%	55%	51%
• Moderately Well	36%	41%	35%	37%
• Moderately/Very Poor/No Preparation	8%	9%	10%	13%
Design instruction to achieve Kentucky's learning goals and academic expectations				
• Extremely/Very Well	54%	51%	56%	49%
• Moderately Well	31%	33%	22%	30%
• Moderately/Very Poor/No Preparation	14%	16%	20%	20%

(Table Continued)

Note: Due to "don't know" responses and/or rounding, these percentages may not add to 100%. When segmenting teachers by grade taught there will be some overlap in sample due to teachers who teach multiple grade levels.

* Indicates a response which is statistically different from the All New Teachers total at or beyond the .05 confidence level.

PREPARATION FOR KENTUCKY'S NEW TEACHING STANDARDS
- By Grade Taught -

Q2. How well or poorly do you feel you were prepared by your college's teacher preparation program to _____, would you say that your were prepared extremely well, very well, moderately well, moderately poor, or very poorly in this area?

	Primary (K-3) Teachers (N=391)	Fourth Grade Teachers (N=174)	Grade 5-8 Teachers (N=406)	Grade 9-12 Teachers (N=293)
Use a variety of assessments including portfolios, open-ended questions and performance events				
• Extremely/Very Well	43%	40%	48%	48%
• Moderately Well	37%	37%	28%	29%
• Moderately/Very Poor/No Preparation	19%	22%	24%	23%
Address student discipline problems				
• Extremely/Very Well	46%	50%	41%	41%
• Moderately Well	40%	38%	40%	33%
• Moderately/Very Poor/No Preparation	14%*	12%*	18%	26%*
Design instruction for students of diverse ethnic and cultural backgrounds				
• Extremely/Very Well	43%	46%	42%	32%*
• Moderately Well	40%	39%	38%	45%
• Moderately/Very Poor/No Preparation	17%	14%	19%	22%
Identify professional development options and plan a program for your professional growth				
• Extremely/Very Well	35%	34%	31%	34%
• Moderately Well	45%	41%	43%	37%
• Moderately/Very Poor/No Preparation	21%	25%	26%	29%
Use technology as an integral part of instruction				
• Extremely/Very Well	29%	31%	30%	36%
• Moderately Well	46%	39%	42%	35%
• Moderately/Very Poor/No Preparation	25%	28%	28%	29%

Base: All Teachers

Note: Due to "don't know" responses and/or rounding, these percentages may not add to 100%. When segmenting teachers by grade taught there will be some overlap in sample due to teachers who teach multiple grade levels.

* Indicates a response which is statistically different from the All New Teachers total at or beyond the .05 confidence level.

PREPARATION FOR KENTUCKY'S NEW TEACHING STANDARDS

- By Years of Service -

Q2. How well or poorly do you feel you were prepared by your college's teacher preparation program to _____, would you say that your were prepared extremely well, very well, moderately well, moderately poor, or very poorly in this area?

	First Year Teachers (N=385)	Second Year Teachers (N=360)	Third Year Teachers (N=321)
Establish a positive classroom learning environment			
• Extremely/Very Well	80%	84%	76%
• Moderately Well	19%	12%	21%
• Moderately/Very Poor/No Preparation	2%	4%	3%
Communicate high expectations to your students			
• Extremely/Very Well	78%	81%	70%*
• Moderately Well	20%	16%	27%
• Moderately/Very Poor/No Preparation	2%	3%	3%
Use different teaching strategies for different instructional purposes			
• Extremely/Very Well	70%	71%	68%
• Moderately Well	27%	26%	26%
• Moderately/Very Poor/No Preparation	3%	2%*	6%
Design instruction that is developmentally appropriate for the students you teach			
• Extremely/Very Well	67%	70%	64%
• Moderately Well	29%	24%	30%
• Moderately/Very Poor/No Preparation	4%	6%	7%
Communicate knowledge and core concepts of content areas you teach			
• Extremely/Very Well	68%	68%	61%
• Moderately Well	27%	26%	31%
• Moderately/Very Poor/No Preparation	6%	6%	8%
Evaluate your teaching and plan ways to improve your effectiveness			
• Extremely/Very Well	64%	60%	53%*
• Moderately Well	32%	35%	36%
• Moderately/Very Poor/No Preparation	4%*	6%	11%*

(Table Continued)

Note: Due to "don't know" responses and/or rounding, these percentages may not add to 100%.

* Indicates a response which is statistically different from the All New Teachers total at or beyond the .05 confidence level.

PREPARATION FOR KENTUCKY'S NEW TEACHING STANDARDS

- By Years of Service -

Q2. How well or poorly do you feel you were prepared by your college's teacher preparation program to _____, would you say that your were prepared extremely well, very well, moderately well, moderately poor, or very poorly in this area?

	First Year Teachers (N=385)	Second Year Teachers (N=360)	Third Year Teachers (N=321)
Provide instruction for a wide range of abilities			
• Extremely/Very Well	55%	62%	52%
• Moderately Well	37%	31%	32%
• Moderately/Very Poor/No Preparation	8%	7%	16%*
Modify classroom processes and procedures as the situation demands			
• Extremely/Very Well	56%	60%	48%*
• Moderately Well	36%	34%	40%
• Moderately/Very Poor/No Preparation	7%	6%	12%*
Design instruction to teach thinking and problem-solving skills			
• Extremely/Very Well	55%	63%*	45%*
• Moderately Well	35%	30%	42%
• Moderately/Very Poor/No Preparation	10%	7%	13%
Collaborate with other teachers in planning instruction			
• Extremely/Very Well	59%	56%	47%*
• Moderately Well	30%	33%	32%
• Moderately/Very Poor/No Preparation	11%	11%	22%*
Communicate learning progress to students and parents			
• Extremely/Very Well	57%	57%	47%*
• Moderately Well	33%	36%	39%
• Moderately/Very Poor/No Preparation	10%	7%	14%
Design instruction to achieve Kentucky's learning goals and academic expectations			
• Extremely/Very Well	64%*	56%	39%*
• Moderately Well	25%	28%	33%
• Moderately/Very Poor/No Preparation	11%*	16%	27%*

(Table Continued)

Note: Due to "don't know" responses and/or rounding, these percentages may not add to 100%.

* Indicates a response which is statistically different from the All New Teachers total at or beyond the .05 confidence level.

PREPARATION FOR KENTUCKY'S NEW TEACHING STANDARDS
- By Years of Service -

Q2. How well or poorly do you feel you were prepared by your college's teacher preparation program to _____, would you say that your were prepared extremely well, very well, moderately well, moderately poor, or very poorly in this area?

	First Year Teachers (N=385)	Second Year Teachers (N=360)	Third Year Teachers (N=321)
Use a variety of assessments including portfolios, open-ended questions and performance events			
• Extremely/Very Well	56%*	47%	36%*
• Moderately Well	30%	32%	32%
• Moderately/Very Poor/No Preparation	14%*	20%	31%*
Address student discipline problems			
• Extremely/Very Well	45%	42%	42%
• Moderately Well	37%	40%	36%
• Moderately/Very Poor/No Preparation	18%	18%	22%
Design instruction for students of diverse ethnic and cultural backgrounds			
• Extremely/Very Well	44%	43%	32%*
• Moderately Well	40%	39%	46%
• Moderately/Very Poor/No Preparation	16%	18%	21%
Identify professional development options and plan a program for your professional growth			
• Extremely/Very Well	40%*	33%	26%*
• Moderately Well	38%	46%	39%
• Moderately/Very Poor/No Preparation	22%	21%	35%*
Use technology as an integral part of instruction			
• Extremely/Very Well	37%	33%	23%*
• Moderately Well	42%	41%	40%
• Moderately/Very Poor/No Preparation	22%*	26%	35%*

Base: All Teachers
Note: Due to "don't know" responses and/or rounding, these percentages may not add to 100%.
* Indicates a response which is statistically different from the All New Teachers total at or beyond the .05 confidence level.

Objective 3:

Preparation of Primary Teachers for Implementation of the Seven Attributes Of Kentucky's Primary Program

Objective 3

1. Perceived preparation for implementing the seven attributes of the primary program ranged from a high of 65% extremely or very well prepared to a low of 33%.

2. In general, the new teachers currently teaching at the primary level felt less prepared for these seven standards than for the more traditional teaching standards.

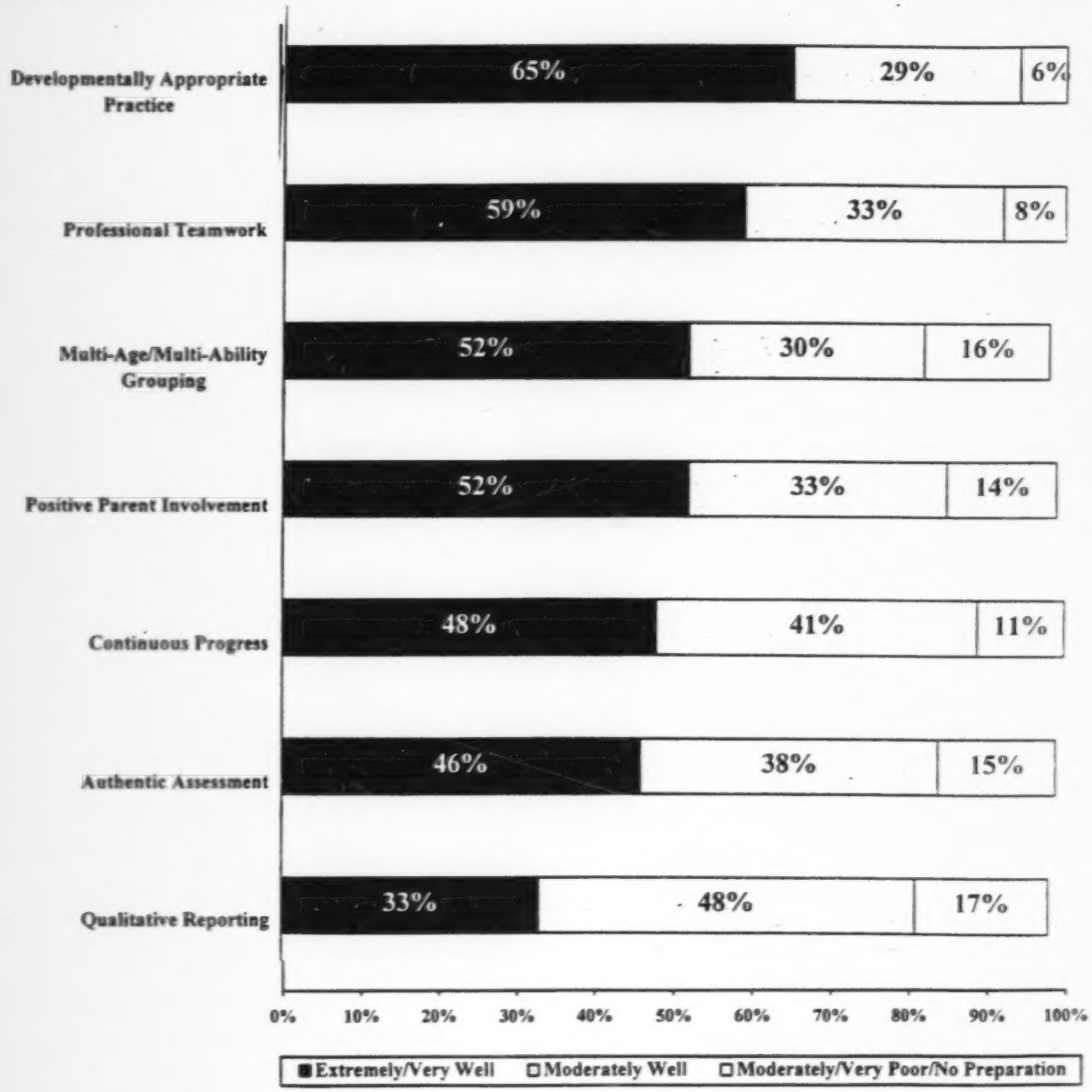
3. Primary teachers graduating from a Kentucky college or university reported higher levels of preparedness for multi-age/multi-ability grouping than did the teachers trained out of state.

4. Third year teachers reported lower levels of preparedness for all seven attributes than did the first and second year teachers.

PREPARATION FOR IMPLEMENTING INSTRUCTIONAL PRACTICES

Elementary Schools (K - 4)

23. When thinking about the college teacher preparation you received, how well or poorly do you feel you were prepared to implement or participate in _____, would you say that you were prepared extremely well, very well, moderately well, moderately poor, or very poorly?



Base: All Elementary Teachers (N=479)

Note: Due to "don't know" responses and/or rounding, these percentages may not add to 100%. When segmenting teachers by grade taught there will be some overlap in sample due to teachers who teach multiple grade levels.

PREPARATION FOR IMPLEMENTING INSTRUCTIONAL PRACTICES

Elementary Schools (K - 4)

- By Type of Institution -

Q3. When thinking about the college teacher preparation you received, how well or poorly do you feel you were prepared to implement or participate in _____, would you say that you were prepared extremely well, very well, moderately well, moderately poor, or very poorly?

	All New Teachers (N=479)	Kentucky's State Colleges & Universities (N=346)	Kentucky's Private Colleges & Universities (N=82)	Out-of-State Colleges & Universities (N=51)
Developmentally Appropriate Practice				
• Extremely/Very Well	65%	63%	70%	69%
• Moderately Well	29%	30%	28%	22%
• Moderately/Very Poor/No Preparation	6%	7%	2%*	2%
Professional Teamwork				
• Extremely/Very Well	59%	57%	60%	65%
• Moderately Well	33%	35%	35%	18%
• Moderately/Very Poor/No Preparation	8%	8%	5%	12%
Multi-Age/Multi-Ability Grouping				
• Extremely/Very Well	52%	55%	55%	37%*
• Moderately Well	30%	30%	30%	33%
• Moderately/Very Poor/No Preparation	16%	15%	15%	24%
Positive Parent Involvement				
• Extremely/Very Well	52%	53%	53%	47%
• Moderately Well	33%	33%	35%	33%
• Moderately/Very Poor/No Preparation	14%	14%	12%	14%
Continuous Progress				
• Extremely/Very Well	48%	47%	54%	45%
• Moderately Well	41%	42%	38%	41%
• Moderately/Very Poor/No Preparation	11%	12%	8%	14%
Authentic Assessment				
• Extremely/Very Well	46%	43%	58%*	41%
• Moderately Well	38%	41%	28%	33%
• Moderately/Very Poor/No Preparation	15%	14%	12%	20%
Qualitative Reporting				
• Extremely/Very Well	33%	31%	37%	37%
• Moderately Well	48%	50%	48%	37%
• Moderately/Very Poor/No Preparation	17%	18%	14%	18%

Base: All Elementary Teachers

Note: Due to "don't know" responses and/or rounding, these percentages may not add to 100%. When segmenting teachers by grade taught there will be some overlap in sample due to teachers who teach multiple grade levels.

*Indicates a response which is statistically different from the All New Teachers total at or beyond the .05 confidence level.

PREPARATION FOR IMPLEMENTING
Elementary Schools (K-4)
- By Years of Experience -

Q3. When thinking about the college teacher preparation you received, how well or poorly do you feel you were prepared to implement or participate in _____, would you say that you were prepared extremely well, very well, moderately well, moderately poor, or very poorly?

	First Year Teachers (N=179)	Second Year Teachers (N=160)	Third Year Teachers (N=140)
Developmentally Appropriate Practice			
• Extremely/Very Well	67%	72%	55%*
• Moderately Well	28%	23%	36%
• Moderately/Very Poor/No Preparation	5%	4%	7%
Professional Teamwork			
• Extremely/Very Well	63%	65%	46%*
• Moderately Well	31%	28%	39%
• Moderately/Very Poor/No Preparation	6%	5%	13%
Multi-Age/Multi-Ability Grouping			
• Extremely/Very Well	59%	56%	39%*
• Moderately Well	26%	35%	30%
• Moderately/Very Poor/No Preparation	15%	8%*	28%*
Positive Parent Involvement			
• Extremely/Very Well	59%	54%	41%*
• Moderately Well	27%	33%	41%
• Moderately/Very Poor/No Preparation	15%	12%	15%
Continuos Progress			
• Extremely/Very Well	52%	54%	36%*
• Moderately Well	41%	38%	44%
• Moderately/Very Poor/No Preparation	7%	6%*	18%*
Authentic Assessment			
• Extremely/Very Well	55%	45%	35%*
• Moderately Well	36%	41%	37%
• Moderately/Very Poor/No Preparation	9%*	14%	23%*
Qualitative Reporting			
• Extremely/Very Well	41%	34%	22%*
• Moderately Well	46%	48%	50%
• Moderately/Very Poor/No Preparation	12%	16%	25%*

Base: All Elementary Teachers

Note: Due to "don't know" responses and/or rounding, these percentages may not add to 100%. When segmenting teachers by grade taught there will be some overlap in sample due to teachers who teach multiple grade levels.

*Indicates a response which is statistically different from the All New Teachers total at or beyond the .05 confidence level.

Objective 4:

Preparation of Middle School Teachers for KERA Instructional Initiatives

Objective 4

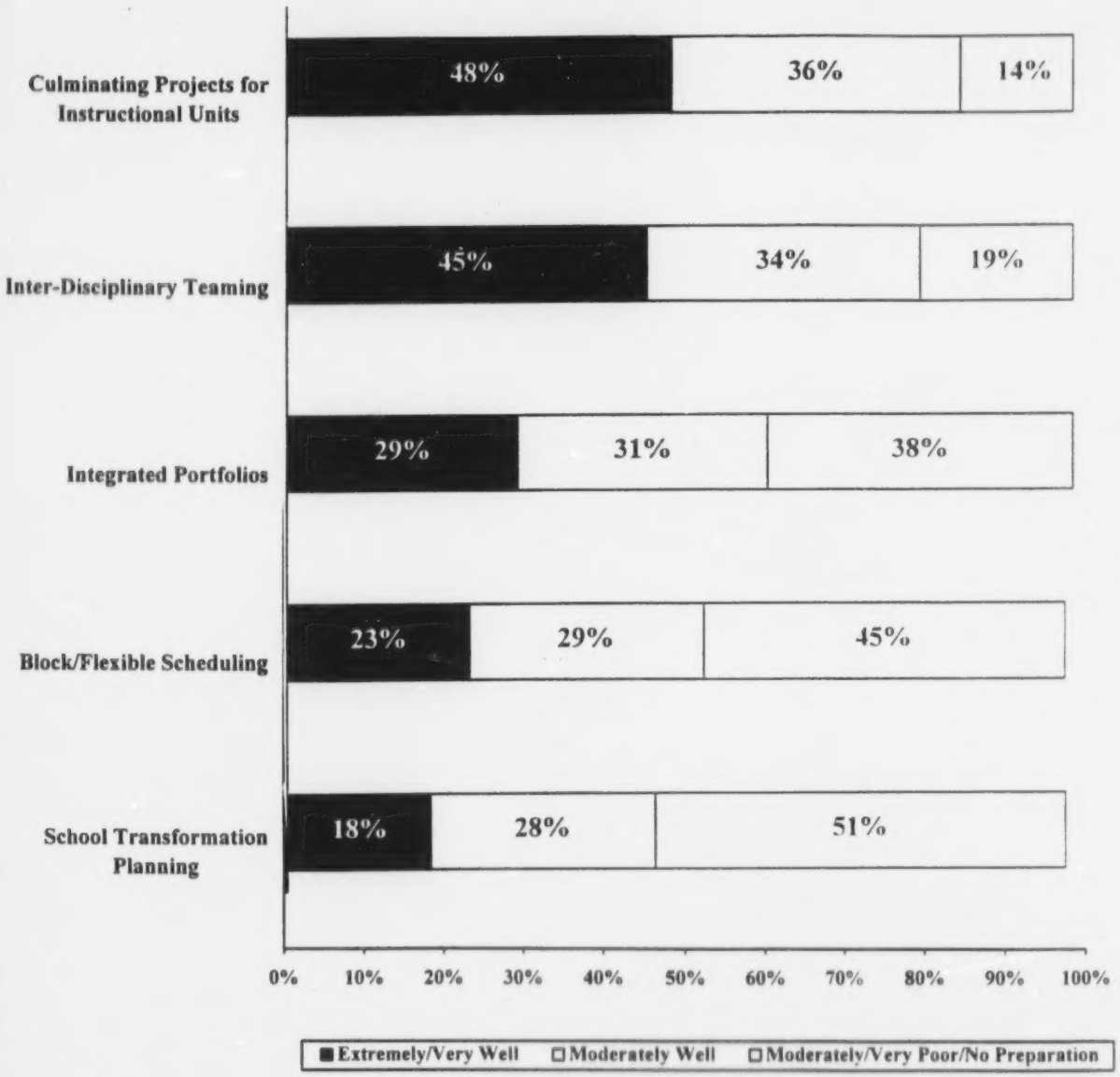
1. Reported levels of extremely or very well preparedness for the five teaching standards specific to middle school teachers are unexpectedly low ranging from a high of 48% to a low of 18%.

2. Again, the first and second year teachers reported higher levels of preparedness than did the third year teachers.

PREPARATION FOR IMPLEMENTING INSTRUCTIONAL PRACTICES

Middle Schools Grades (5 - 8)

23. When thinking about the college teacher preparation you received, how well or poorly do you feel you were prepared to implement or participate in _____, would you say that you were prepared extremely well, very well, moderately well, moderately poor, or very poorly?



Base: All Middle School Teachers (N=406)

Note: Due to "don't know" responses and/or rounding, these percentages may not add to 100%.

PREPARATION FOR IMPLEMENTING INSTRUCTIONAL PRACTICES

Middle Schools Grades (5 - 8)

- By Type of Institution -

Q3. When thinking about the college teacher preparation you received, how well or poorly do you feel you were prepared to implement or participate in _____, would you say that you were prepared extremely well, very well, moderately well, moderately poor, or very poorly?

	All New Teachers (N=406)	Kentucky's State Colleges & Universities (N=305)	Kentucky's Private Colleges & Universities (N=61)	Out-of-State Colleges & Universities (N=40)
Culminating Projects for Instructional Units				
• Extremely/Very Well	48%	44%	59%	55%
• Moderately Well	36%	40%	34%	18%
• Moderately/Very Poor/No Preparation	14%	16%	5%*	15%
Inter-Disciplinary Teaming				
• Extremely/Very Well	45%	45%	50%	40%
• Moderately Well	34%	35%	37%	30%
• Moderately/Very Poor/No Preparation	19%	20%	13%	18%
Integrated Portfolios				
• Extremely/Very Well	29%	29%	36%	23%
• Moderately Well	31%	33%	24%	25%
• Moderately/Very Poor/No Preparation	38%	37%	40%	40%
Block/Flexible Scheduling				
• Extremely/Very Well	23%	22%	26%	25%
• Moderately Well	29%	31%	30%	20%
• Moderately/Very Poor/No Preparation	45%	46%	43%	40%
School Transformation Planning				
• Extremely/Very Well	18%	17%	23%	18%
• Moderately Well	28%	29%	32%	18%
• Moderately/Very Poor/No Preparation	51%	53%	45%	53%

Base: All Middle School Teachers

Note: Due to "don't know" responses and/or rounding, these percentages may not add to 100%.

* Indicates a response which is statistically different from the All New Teachers total at or beyond the .05 confidence level.

PREPARATION FOR IMPLEMENTING INSTRUCTIONAL PRACTICES

Middle Schools Grades (5 - 8)

- By Type of Institution -

Q3. When thinking about the college teacher preparation you received, how well or poorly do you feel you were prepared to implement or participate in _____, would you say that you were prepared extremely well, very well, moderately well, moderately poor, or very poorly?

	First Year Teachers (N=179)	Second Year Teachers (N=160)	Third Year Teachers (N=140)
Culminating Projects for Instructional Units			
• Extremely/Very Well	49%	86%	36%*
• Moderately Well	40%	30%	40%
• Moderately/Very Poor/No Preparation	10%	12%	22%*
Inter-Disciplinary Teaming			
• Extremely/Very Well	48%	47%	39%
• Moderately Well	36%	36%	31%
• Moderately/Very Poor/No Preparation	15%	15%	28%*
Integrated Portfolios			
• Extremely/Very Well	34%	33%	18%*
• Moderately Well	34%	31%	26%
• Moderately/Very Poor/No Preparation	30%	33%	53%*
Block/Flexible Scheduling			
• Extremely/Very Well	30%	22%	16%
• Moderately Well	26%	36%	26%
• Moderately/Very Poor/No Preparation	43%	39%	54%
School Transformation Planning			
• Extremely/Very Well	21%	21%	9%*
• Moderately Well	32%	32%	21%
• Moderately/Very Poor/No Preparation	45%	44%	67%*

Base: All Middle School Teachers

Note: Due to "don't know" responses and/or rounding, these percentages may not add to 100%.

* Indicates a response which is statistically different from the All New Teachers total at or beyond the .05 confidence level.

Objective 5:

Preparation of High School Teachers for KERA Instructional Initiatives

Objective 5

1. Preparation for implementing the five attributes of high schools was also lower than expected, ranging from a high of only 47% to a low of 17%.

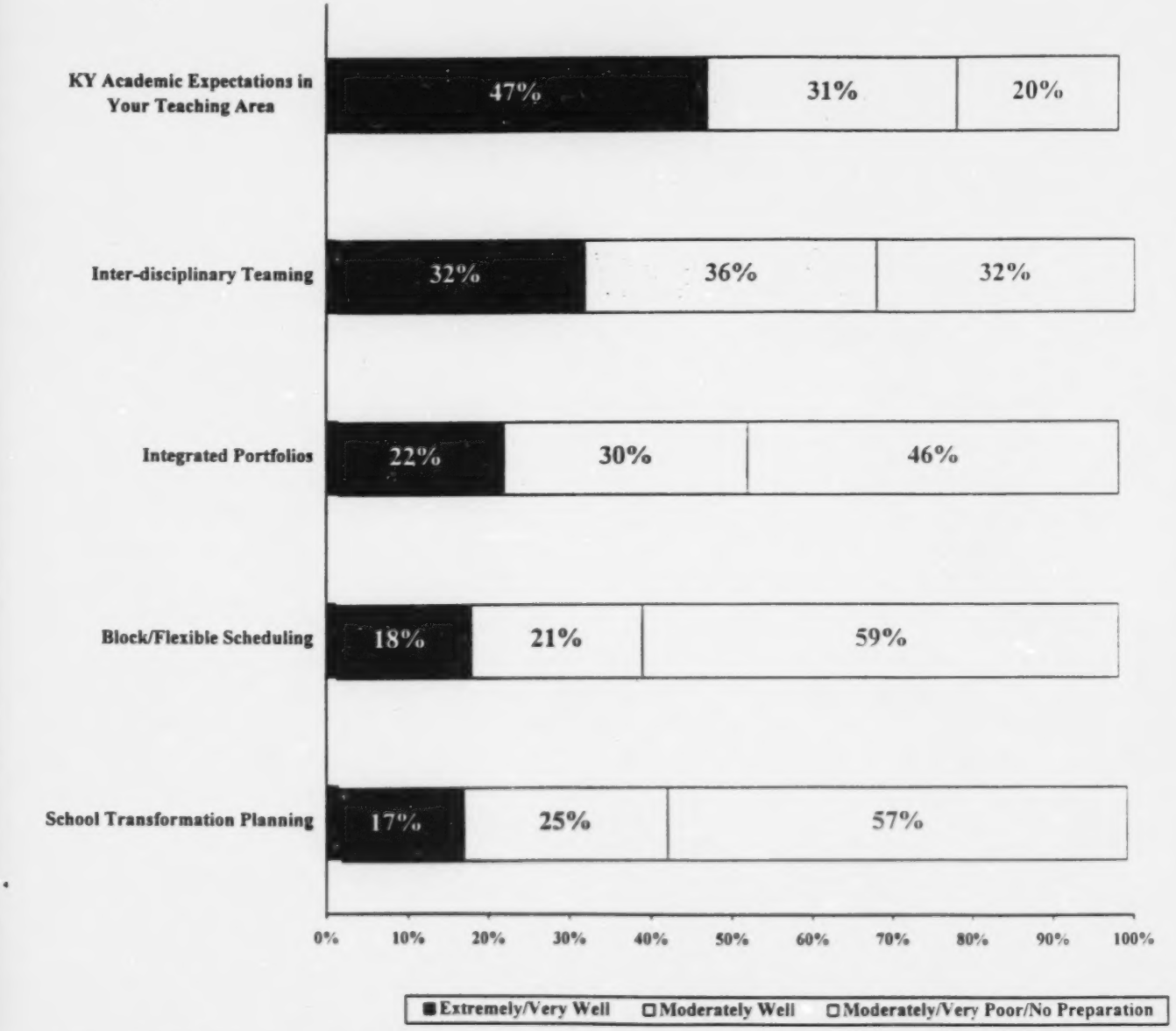
2. High school teachers graduating from a college or university located in Kentucky reported higher levels of preparedness than did those trained out of state.

3. As in the primary program and middle schools, first and second year teachers reported higher levels of preparedness than did third year teachers.

PREPARATION FOR IMPLEMENTING INSTRUCTIONAL PRACTICES

High Schools Grades (9 - 12)

Q3. When thinking about the college teacher preparation you received, how well or poorly do you feel you were prepared to implement or participate in _____, would you say that you were prepared extremely well, very well, moderately well, moderately poor, or very poorly?



Base: All High School Teachers (N=293)
Note: Due to "don't know" responses and/or rounding, these percentages may not add to 100%.

PREPARATION FOR IMPLEMENTING INSTRUCTIONAL PRACTICES

High Schools Grades (9 - 12)

- By Type of Institution -

Q3. When thinking about the college teacher preparation you received, how well or poorly do you feel you were prepared to implement or participate in _____, would you say that you were prepared extremely well, very well, moderately well, moderately poor, or very poorly?

	All New Teachers (N=293)	Kentucky's State Colleges & Universities (N=218)	Kentucky's Private Colleges & Universities (N=54)	Out-of-State Colleges & Universities (N=21)
KY Academic Expectations in Your Teaching Area				
• Extremely/Very Well	47%	48%	56%	24%*
• Moderately Well	31%	31%	29%	33%
• Moderately/Very Poor/No Preparation	20%	20%	15%	33%
Inter-Disciplinary Teaming				
• Extremely/Very Well	32%	29%	50%*	19%
• Moderately Well	36%	37%	39%	24%
• Moderately/Very Poor/No Preparation	32%	34%	12%*	57%*
Integrated Portfolios				
• Extremely/Very Well	22%	21%	33%	10%*
• Moderately Well	30%	32%	23%	29%
• Moderately/Very Poor/No Preparation	46%	46%	40%	57%
Block/Flexible Scheduling				
• Extremely/Very Well	18%	18%	24%	5%*
• Moderately Well	21%	22%	24%	14%
• Moderately/Very Poor/No Preparation	59%	59%	51%	76%
School Transformation Planning				
• Extremely/Very Well	17%	16%	23%	10%
• Moderately Well	25%	25%	37%	10%*
• Moderately/Very Poor/No Preparation	57%	59%	39%*	76%

Base: All High School Teachers

Note: Due to "don't know" responses and/or rounding, these percentages may not add to 100%.

* Indicates a response which is statistically different from the All New Teachers total at or beyond the .05 confidence level.

PREPARATION FOR IMPLEMENTING INSTRUCTIONAL PRACTICES

High Schools Grades (9 - 12)

- By Years of Experience -

Q3. When thinking about the college teacher preparation you received, how well or poorly do you feel you were prepared to implement or participate in _____, would you say that you were prepared extremely well, very well, moderately well, moderately poor, or very poorly?

	First Year Teachers (N=103)	Second Year Teachers (N=97)	Third Year Teachers (N=93)
KY Academic Expectations in Your Teaching Area			
• Extremely/Very Well	63%*	44%	34%*
• Moderately Well	24%	29%	41%
• Moderately/Very Poor/No Preparation	10%*	26%	24%
Inter-Disciplinary Teaming			
• Extremely/Very Well	35%	36%	26%
• Moderately Well	36%	33%	40%
• Moderately/Very Poor/No Preparation	28%	31%	35%
Integrated Portfolios			
• Extremely/Very Well	28%	22%	18%
• Moderately Well	31%	26%	32%
• Moderately/Very Poor/No Preparation	38%	51%	48%
Block/Flexible Schooling			
• Extremely/Very Well	24%	17%	13%
• Moderately Well	32%	13%*	19%
• Moderately/Very Poor/No Preparation	43%*	69%	66%
School Transformation Planning			
• Extremely/Very Well	23%	16%	12%
• Moderately Well	26%	23%	28%
• Moderately/Very Poor/No Preparation	50%	60%	60%

Base: All High School Teachers

Note: Due to "don't know" responses and/or rounding, these percentages may not add to 100%.

* Indicates a response which is statistically different from the All New Teachers total at or beyond the .05 confidence level.

Objective 6:

Preparation of New Teachers for Major KERA Initiatives

Objective 6

1. The reported levels of preparedness for the implementing of key KERA initiatives were extremely low, ranging from only 36% extremely or very well prepared to 14%.

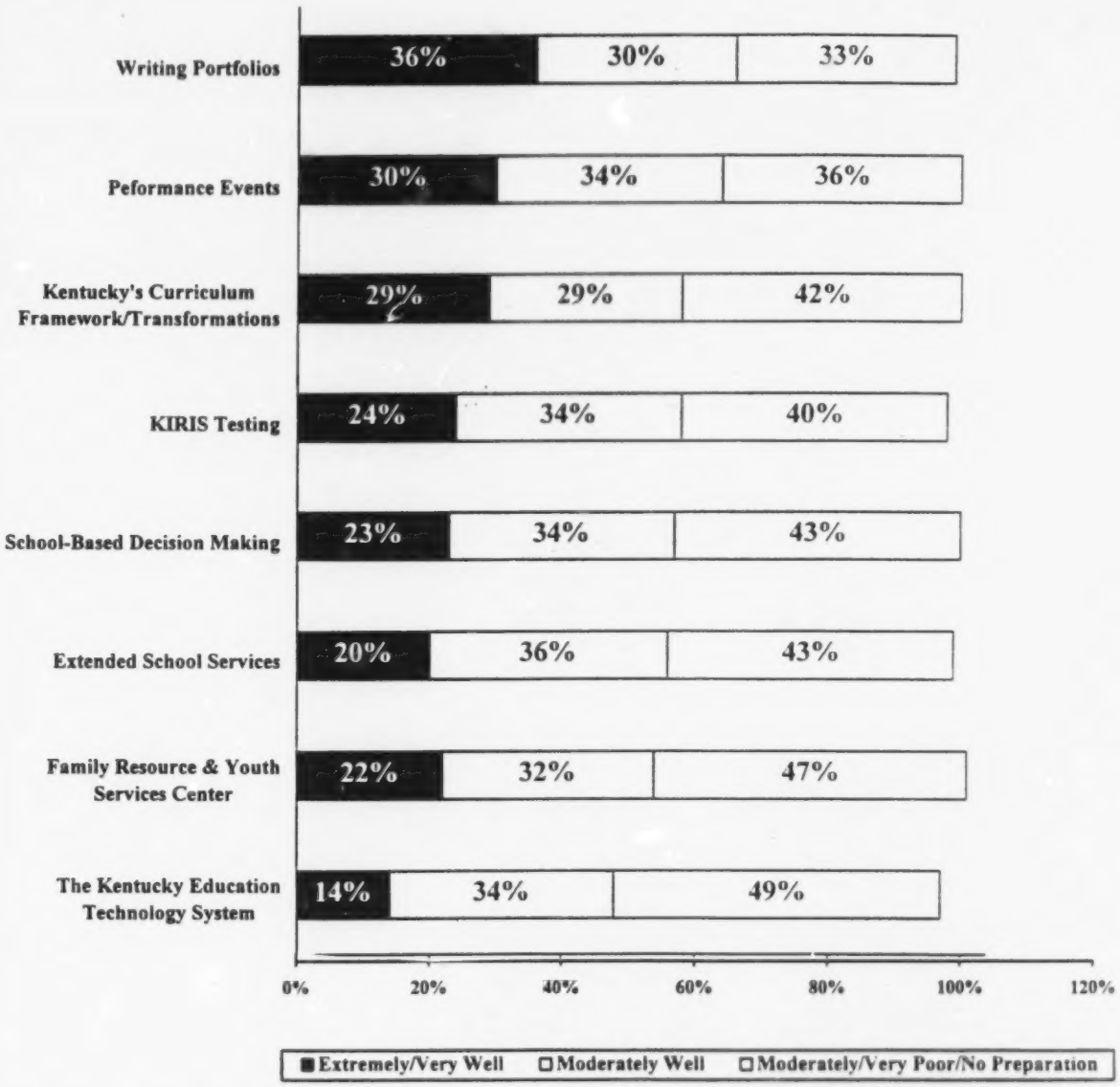
2. Teachers trained in a college or university located in Kentucky reported higher levels of preparedness than did those trained out of state.

3. Third year teachers reported lower levels of preparedness than did the first and second year teachers.

PREPARATION FOR IMPLEMENTING KEY KERA INITIATIVES

- All Teachers -

Q3. When thinking about the college teacher preparation you received, how well or poorly do you feel you were prepared to implement or participate in _____, would you say that you were prepared extremely well, very well, moderately well, moderately poor, or very poorly?



Base: All Teachers (N=1,066)

Note: Due to "don't know" responses and/or rounding, these percentages may not add to 100%.

PREPARATION FOR IMPLEMENTING KEY KERA INITIATIVES
All Teachers
- By Type of Institution -

Q3. When thinking about the college teacher preparation you received, how well or poorly do you feel you were prepared to implement or participate in _____, would you say that you were prepared extremely well, very well, moderately well, moderately poor, or very poorly?

	All New Teachers (N=1,066)	Kentucky's State Colleges & Universities (N=791)	Kentucky's Private Colleges & Universities (N=176)	Out-of-State Colleges & Universities (N=99)
Writing Portfolios				
• Extremely/Very Well	36%	35%	47%*	20%*
• Moderately Well	30%	33%	23%	23%
• Moderately/Very Poor/No Preparation	33%	32%	30%	50%*
Performance Events				
• Extremely/Very Well	30%	31%	36%	16%*
• Moderately Well	34%	35%	33%	30%
• Moderately/Very Poor/No Preparation	35%	34%	30%	47%*
Kentucky's Curriculum Framework/Transformations				
• Extremely/Very Well	29%	29%	39%*	12%*
• Moderately Well	29%	30%	32%	16%
• Moderately/Very Poor/No Preparation	40%	40%	27%*	64%*
KIRIS Testing				
• Extremely/Very Well	24%	26%	30%	9%*
• Moderately Well	34%	36%	36%	15%
• Moderately/Very Poor/No Preparation	40%	37%	33%	68%*
SBDM (School-Based Decision Making)				
• Extremely/Very Well	23%	25%	25%	10%*
• Moderately Well	34%	36%	37%	21%
• Moderately/Very Poor/No Preparation	41%	39%	37%	61%*
ESS (Extended School Services)				
• Extremely/Very Well	20%	19%	27%*	16%
• Moderately Well	36%	37%	35%	33%
• Moderately/Very Poor/No Preparation	43%	44%	37%	43%
FRYSC (Family Resource & Youth Services Center)				
• Extremely/Very Well	22%	20%	28%	17%
• Moderately Well	32%	32%	35%	26%
• Moderately/Very Poor/No Preparation	45%	47%	36%*	50%
KETS (The KY Education Technology System)				
• Extremely/Very Well	14%	15%	14%	12%
• Moderately Well	34%	33%	45%	22%
• Moderately/Very Poor/No Preparation	49%	50%	40%*	58%

Base: All Teachers
Note: Due to "don't know" responses and/or rounding, these percentages may not add to 100%.
* Indicates a response which is statistically different from the All New Teachers total at or beyond the .05 confidence level.

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PREPARATION FOR IMPLEMENTING KEY KERA INITIATIVES
All Teachers
- By State University -

Q3. When thinking about the college teacher preparation you received, how well or poorly do you feel you were prepared to implement or participate in _____, would you say that you were prepared extremely well, very well, moderately well, moderately poor, or very poorly?

	EKU (N=158)	KSU (N=25)	Morehead (N=108)	Murray (N=80)	NKU (N=57)	UK (N=109)	UL (N=87)	WKU (N=167)
Writing Portfolios								
• Extremely/Very Well	35%	48%	29%	20%*	49%*	49%*	33%	35%
• Moderately Well	32%	36%	34%	36%	32%	29%	30%	35%
• Moderately/Very Poor/No Preparation	33%	16%*	37%	44%*	19%*	22%*	35%	30%
Performance Events								
• Extremely/Very Well	29%	40%	32%	19%*	39%	37%	24%	37%
• Moderately Well	33%	44%	32%	36%	35%	35%	37%	34%
• Moderately/Very Poor/No Preparation	38%	16%*	36%	45%*	26%	28%	39%	29%
KY's Curriculum Framework/ Transformations								
• Extremely/Very Well	36%	40%	24%	19%*	56%*	32%	15%*	27%
• Moderately Well	26%	36%	34%	29%	26%	28%	29%	35%
• Moderately/Very Poor/No Preparation	38%	24%	42%	53%*	18%*	40%	56%*	38%
KIRIS Testing								
• Extremely/Very Well	29%	40%	26%	16%	32%	27%	23%	26%
• Moderately Well	26%	36%	34%	40%	37%	46%	33%	41%
• Moderately/Very Poor/No Preparation	44%	24%	40%	43%	32%	28%*	41%	32%*
School-Based Decision Making								
• Extremely/Very Well	23%	32%	25%	25%	25%	30%	20%	25%
• Moderately Well	35%	36%	38%	39%	44%	36%	23%	37%
• Moderately/Very Poor/No Preparation	42%	32%	37%	36%	32%	34%	57%*	38%
Extended School Services								
• Extremely/Very Well	59%	40%	20%	16%	12%	15%	16%	24%
• Moderately Well	35%	24%	34%	41%	54%	39%	22%	38%
• Moderately/Very Poor/No Preparation	46%	36%	45%	43%	33%	47%	61%*	37%
Family Resource & Youth Services Center								
• Extremely/Very Well	21%	28%	21%	14%	11%*	23%	24%	22%
• Moderately Well	29%	40%	33%	36%	39%	31%	22%	37%
• Moderately/Very Poor/No Preparation	51%	32%	45%	50%	51%	46%	54%	41%
KY Education Technology System								
• Extremely/Very Well	13%	24%	17%	9%	14%	22%	10%	16%
• Moderately Well	30%	32%	30%	38%	40%	27%	26%	40%
• Moderately/Very Poor/No Preparation	55%	40%	52%	50%	46%	50%	60%*	43%

Base: All Teachers

Note: Due to "don't know" responses and/or rounding, these percentages may not add to 100%.

* Indicates a response which is statistically different from the All New Teachers total at or beyond the .05 confidence level.

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PREPARATION FOR IMPLEMENTING KEY KERA INITIATIVES
All Teachers
- By Grade Taught -

Q3. When thinking about the college teacher preparation you received, how well or poorly do you feel you were prepared to implement or participate in _____, would you say that you were prepared extremely well, very well, moderately well, moderately poor, or very poorly?

	Primary (K-3) Teachers (N=391)	Fourth Grade Teachers (N=174)	Grade 5-8 Teachers (N=406)	Grade 9-12 Teachers (N=293)
Writing Portfolios				
• Extremely/Very Well	34%	36%	35%	37%
• Moderately Well	38%	32%	28%	22%
• Moderately/Very Poor/No Preparation	27%*	31%	35%	40%*
Performance Events				
• Extremely/Very Well	32%	33%	29%	29%
• Moderately Well	35%	27%	31%	35%
• Moderately/Very Poor/No Preparation	32%	39%	38%	35%
Kentucky's Curriculum Framework/Transformations				
• Extremely/Very Well	31%	32%	27%	24%
• Moderately Well	31%	27%	27%	29%
• Moderately/Very Poor/No Preparation	37%	39%	43%	44%
KIRIS Testing				
• Extremely/Very Well	23%	27%	26%	23%
• Moderately Well	36%	31%	32%	32%
• Moderately/Very Poor/No Preparation	39%	40%	40%	43%
SBDM (School-Based Decision Making)				
• Extremely/Very Well	21%	21%	22%	26%
• Moderately Well	40%	37%	33%	30%
• Moderately/Very Poor/No Preparation	37%	41%	42%	44%
ESS (Extended School Services)				
• Extremely/Very Well	22%	21%	18%	18%
• Moderately Well	43%	37%	30%	35%
• Moderately/Very Poor/No Preparation	34%*	41%	49%*	46%
FRYSC (Family Resource & Youth Services Center)				
• Extremely/Very Well	26%	27%	19%	20%
• Moderately Well	35%	29%	31%	30%
• Moderately/Very Poor/No Preparation	38%*	42%	49%	49%
KETS (The KY Education Technology System)				
• Extremely/Very Well	15%	18%	14%	13%
• Moderately Well	42%	34%	28%	28%
• Moderately/Very Poor/No Preparation	41%*	45%	55%*	56%*

Base: All Teachers

Note: Due to "don't know" responses and/or rounding, these percentages may not add to 100%. When segmenting teachers by grade taught there will be some overlap in sample due to teachers who teach multiple grade levels.

* Indicates a response which is statistically different from the All New Teachers total at or beyond the .05 confidence level.

PREPARATION FOR IMPLEMENTING KEY KERA INITIATIVES
All Teachers
- By Years of Experience -

Q3. When thinking about the college teacher preparation you received, how well or poorly do you feel you were prepared to implement or participate in _____, would you say that you were prepared extremely well, very well, moderately well, moderately poor, or very poorly?

	First Year Teachers (N=385)	Second Year Teachers (N=360)	Third Year Teachers (N=321)
Writing Portfolios			
• Extremely/Very Well	40%	39%	27%*
• Moderately Well	33%	28%	29%
• Moderately/Very Poor/No Preparation	26%*	33%	43%*
Performance Events			
• Extremely/Very Well	37%	31%	22%*
• Moderately Well	35%	35%	31%
• Moderately/Very Poor/No Preparation	27%*	33%	45%*
Kentucky's Curriculum Framework/Transformations			
• Extremely/Very Well	39%*	29%	17%*
• Moderately Well	29%	31%	26%
• Moderately/Very Poor/No Preparation	31%*	38%	54%*
KIRIS Testing			
• Extremely/Very Well	31%	24%	17%*
• Moderately Well	33%	37%	32%
• Moderately/Very Poor/No Preparation	34%*	38%	49%*
SBDM (School-Based Decision Making)			
• Extremely/Very Well	29%*	22%	16%*
• Moderately Well	37%	38%	27%
• Moderately/Very Poor/No Preparation	33%*	39%	55%*
ESS (Extended School Services)			
• Extremely/Very Well	23%	21%	15%*
• Moderately Well	39%	38%	31%
• Moderately/Very Poor/No Preparation	37%*	40%	53%*
FRYSC (Family Resource & Youth Services Center)			
• Extremely/Very Well	25%	23%	16%*
• Moderately Well	36%	33%	26%
• Moderately/Very Poor/No Preparation	39%*	43%	55%*
KETS (The KY Education Technology System)			
• Extremely/Very Well	17%	16%	10%*
• Moderately Well	37%	35%	27%
• Moderately/Very Poor/No Preparation	43%*	47%	59%*

Base: All Teachers
Note: Due to "don't know" responses and/or rounding, these percentages may not add to 100%.
* Indicates a response which is statistically different from the All New Teachers total at or beyond the .05 confidence level.

Objective 7:

Influence of Teacher Preparation Institutions on Attitudes Toward School Reform

Objective 7

1. About three-fourths (77%) of the new teachers in Kentucky reported that the institution they graduated from influenced them positively towards KERA, while only 6% stated that the influence was negative.

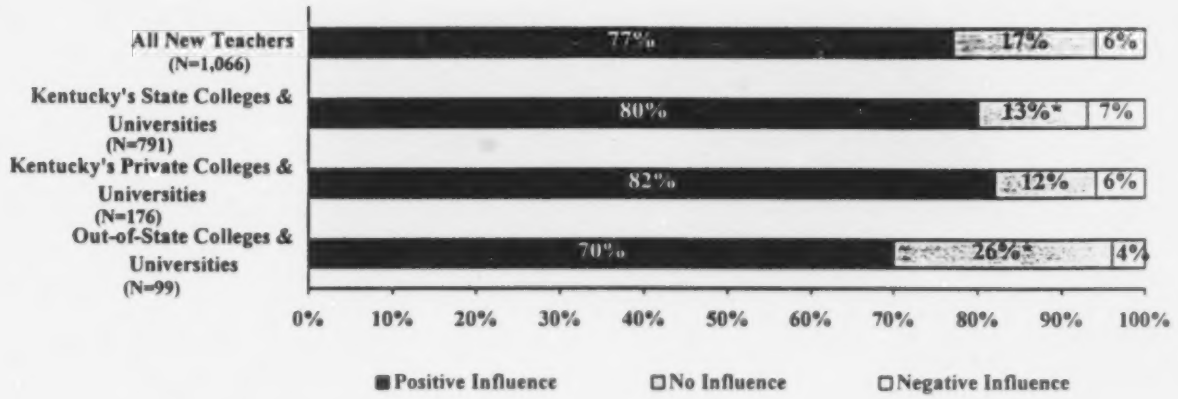
2. Levels of influence varied by state university ranging from a high of 89% positive to a low of 70% positive.

EXTENT TO WHICH TEACHER PREPARATION PROGRAMS INFLUENCED GRADUATES ATTITUDES TOWARD KERA

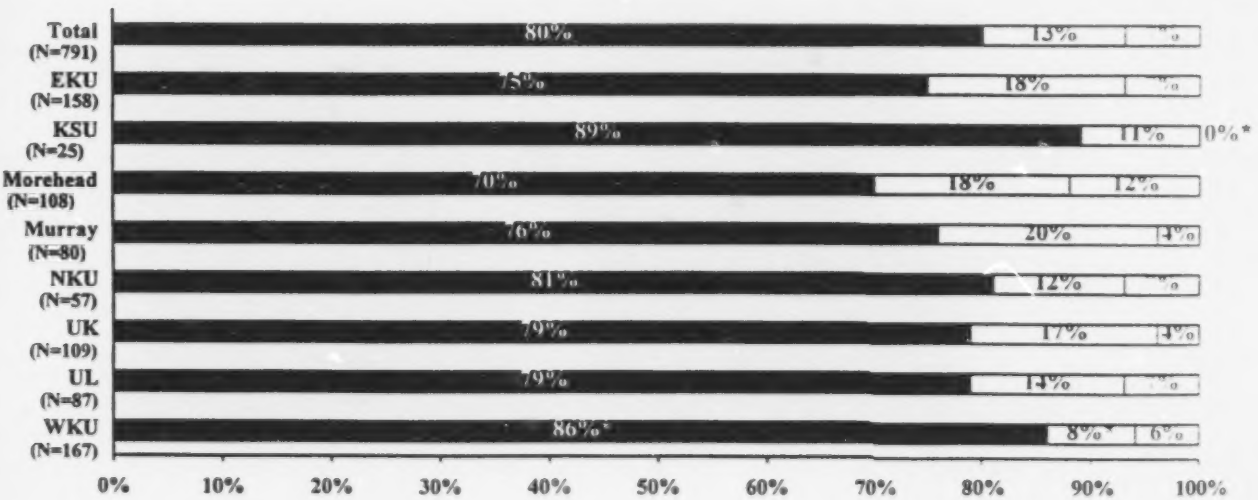
Q4A . On a scale of "0" to "5" where a "0" represents "no influence at all" and a "5" represents "the highest amount of influence", how much did your college teacher preparation program influence your attitude toward KERA?

Q4B. Would you say that the influence which your college's teacher preparation program had on your attitude toward KERA was generally positive or generally negative? Would that be extremely positive, very positive, or moderately positive, or moderately negative or very negative?

Graduates From All Colleges & Universities



Graduates From State Colleges & Universities



Base: All teachers.

Note: Due to "don't know" responses and/or rounding, these percentages may not add to 100%.

*Indicates a response which is significantly different from the total at or beyond the .05 confidence level.

Objective 8:

New Teachers' Agreement with Beliefs Underlying KERA

Objective 8

1. In general, the vast majority of new teachers agreed with the beliefs underlying KERA. In fact, the only belief which had less than 80% agreement was *"both rewards and sanctions are necessary incentives to encourage high performance in schools"* for which only 59% agreed and 38% disagreed.

NEW TEACHER AGREEMENT WITH BELIEFS UNDERLYING KERA
- By Type of Institution -

Q5. We want to know to what extent you agree or disagree with some of these beliefs -- do you strongly agree, agree, disagree, or strongly disagree with _____?

	All New Teachers (N≈547)	Kentucky's State Colleges & Universities (N≈415)	Kentucky's Private Colleges & Universities (N≈88)	Out-of-State Colleges & Universities (N≈44)
We should set high learning standards for all children				
• Agree	95%	95%	92%	96%
• Disagree	5%	5%	8%	2%
All children can learn and most at a high level				
• Agree	84%	82%	90%	84%
• Disagree	15%	17%	8%*	14%
Schools should be held accountable for student learning				
• Agree	80%	81%	84%	71%
• Disagree	17%	12%	12%	20%
Both rewards and sanctions are necessary incentives to encourage high performance in schools				
• Agree	59%	58%	58%	66%
• Disagree	38%	40%	39%	31%

Base: Randomly Selected Teachers

Note: Due to "don't know" responses and/or rounding, these percentages may not add to 100%.

* Indicates a response which is statistically different from the All New Teachers total at or beyond the .05 confidence level.

Objective 9:

Helpfulness of the Kentucky Teacher Internship Program

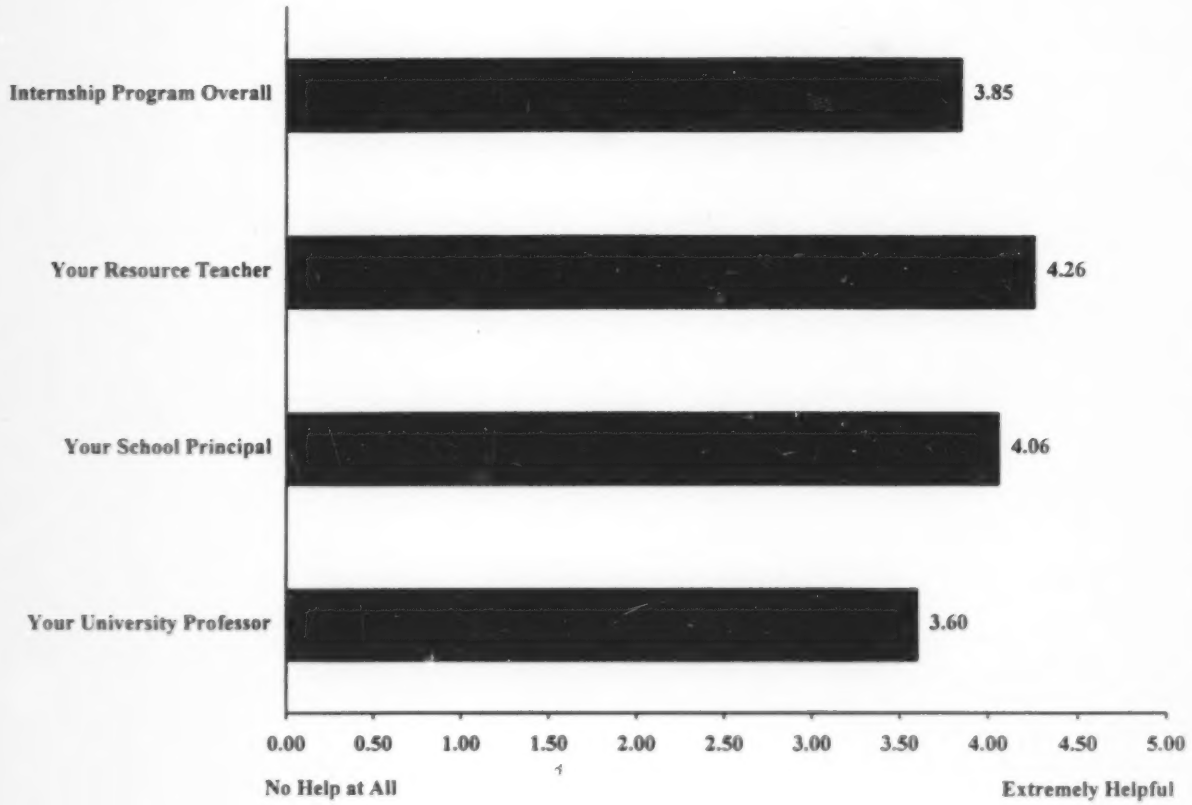
Objective 9

1. A majority of new teachers found the Kentucky Teacher Internship Program (KTIP) to be very helpful to both those trained in Kentucky and those trained out of state.

2. New teachers teaching in the primary program found KTIP even more helpful than did middle and high school teachers.

NEW TEACHER RATINGS OF MEMBERS OF THEIR INTERNSHIP ASSISTANCE AND ASSESSMENT TEAM

Q6B,C,D. On a scale of "0" to "5" where a "0" represents "no help at all" and a "5" represents "extremely helpful", please tell me how helpful each of the following were during your internship period.



Objective 10:

New Teachers Making a Difference in their Students' Lives

Objective 10

1. Nearly all new teachers (97%) believe that they are making a difference in the lives of the children they teach.

2. Primary teachers reported higher levels of agreement with making a difference than did middle and high school teachers.

ABILITY TO MAKE A DIFFERENCE
- By Grade Taught -

Q7. Thinking about your own teaching in your own classroom, would you say that you strongly agree, agree, disagree, or strongly disagree with this statement -- I am certain I am making a difference in the lives of my students?

	All New Teachers (N=1,066)	Primary (K-3) Teachers (N=391)	Fourth Grade Teachers (N=174)	Grades 5 - 8 Teachers (N=406)	Grades 9 - 12 Teachers (N=293)
Strongly Agree	63%	72%*	67%	57%	53%
Agree	34	25*	30	39	44*
Sub-Total	97%	97%	97%	96%	97%
Neither	1	--	1	1	1
Disagree/Strongly Disagree	3	3	2	3	2
Total	100%	100%	100%	100%	100%

Base: All Teachers

Note: Due to "don't know" responses and/or rounding, these percentages may not add to 100%. When segmenting teachers by grade taught there will be some overlap in sample due to teachers who teach multiple grade levels.

* Indicates a response which is statistically different from the All New Teachers total at or beyond the .05 confidence level.

Appendix:

Study Questionnaire

New Teacher Survey
Job #T588
Draft #4

Screener

Hello, may I please speak with **(READ NAME OF TEACHER)**?

My name is _____, with Wilkerson & Associates, a national research firm. Today, I'm not selling anything, we are simply conducting a survey among professional educators in Kentucky. The survey deals with issues of interest to those involved in educating the teachers and children of Kentucky. **(IF ASKED, THE SURVEY IS BEING DONE ON BEHALF OF THE KENTUCKY INSTITUTE OF EDUCATION RESEARCH, KIER, AN INDEPENDENT AGENCY.)**

A. Our records show that the 1995-96 school year was your _____ year teaching. Is this correct?

Correct	1
Incorrect	2 **CORRECT IN QB.**
DK	9 **TERMINATE**

B. Enter number of years teaching from sample card.

Write In ⇒ [ ]

C. Do you or does anyone in your household work for **(READ LIST)**?

An advertising agency	1 **TERMINATE**
A market research firm	2 **TERMINATE**
A public relations firm	3 **TERMINATE**
A TV or radio station	4 **TERMINATE**
A newspaper	5 **TERMINATE**
Or any other media company	6 **TERMINATE**

Demographics

D1. What grade level did you teach during the 1995-96 school year?

1 K-3
2 4
3 5-8
4 9-12
9 Don't Know/No Answer

D2. Where did you receive your teacher preparation training (From which college or university did you graduate?)

1 Alice Lloyd
2 Asbury College
3 Bellarmine College
4 Berea College
5 Brescia College
6 Campbellsville College/University
7 Centre College
8 Eastern Kentucky University
9 Georgetown College
A Kentucky Christian College
B Kentucky State Universtiy
C Kentucky Wesleyan College
D Lindsay Wilson College
E Morehead State University
F Murray State University
G Northern Kentucky University
H Pikeville College
I Spalding University
J Thomas More College
K Transylvania University
L Union College
M University of Kentucky
N University of Louisville
O Western Kentucky University
P Other Kentucky Colleges
(SPECIFY:_____)
Q Out of State

D3. In what year were you born?

Write In ⇒ [ ]

Main Questionnaire

1. How well do you feel your college's teacher preparation program prepared you for actually teaching in Kentucky's schools? Would you say that your teacher preparation program prepared you extremely well, very well, moderately well, moderately poorly, or very poorly for actually teaching in Kentucky's schools?

5 Extremely well
4 Very well
3 Moderately well
2 Moderately poorly
1 Very poorly
9 Don't know/No answer

BEST COPY AVAILABLE

2. In 1993 the Kentucky Education Professional Standards Board adopted standards for new teachers that describe what new teachers should know and be able to do. I will read to you representative statements from the standards and I would like to know how well or poorly you feel you were prepared to meet these standards.

How well or poorly do you feel you were prepared by your college's teacher preparation program to **(READ FIRST STATEMENT)**, would you say that you were prepared extremely well, very well, moderately well, moderately poorly, or very poorly in this area?

What about **(READ NEXT ITEM AND CONTINUE)**

	Extremely Well	Very Well	Moderately Well	Moderately Poorly	Very Poorly	No College Preparation (VOL)	Don't Know /Ref
A. Design instruction to achieve Kentucky's Learning Goals and Academic Expectations	5	4	3	2	1	8	9
B. Design instruction that is developmentally appropriate for the students you teach	5	4	3	2	1	8	9
C. Design instruction for students of diverse ethnic and cultural backgrounds	5	4	3	2	1	8	9
D. Design instruction to teach thinking and problem-solving skills	5	4	3	2	1	8	9
E. Communicate high expectations to your students	5	4	3	2	1	8	9
F. Establish a positive classroom learning environment	5	4	3	2	1	8	9
G. Modify classroom processes and procedures as the situation demands	5	4	3	2	1	8	9
H. Address student discipline problems	5	4	3	2	1	8	9
I. Use different teaching strategies for different instructional purposes	5	4	3	2	1	8	9
J. Use technology as an integral part of instruction	5	4	3	2	1	8	9
K. Use a variety of assessments including portfolios, open-ended questions and performance events	5	4	3	2	1	8	9
L. Provide instruction for a wide range of abilities	5	4	3	2	1	8	9
M. Communicate learning progress to students and parents	5	4	3	2	1	8	9
N. Evaluate your teaching and plan ways to improve your effectiveness	5	4	3	2	1	8	9
O. Collaborate with other teachers in planning instruction	5	4	3	2	1	8	9
P. Identify professional development options and plan a program for your professional growth	5	4	3	2	1	8	9
Q. Communicate knowledge and core concepts of content areas you teach	5	4	3	2	1	8	9

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(ASK ONLY FOR THOSE STATEMENTS WHICH APPLY BASED ON ANSWER TO D1)

3. The Kentucky Education Reform Act of 1990 introduced a number of new programs and practices. Now I want to ask you questions about how well or poorly you feel you were prepared to implement or participate in these new school programs or practices.

The first program or practice I want to ask you about is **(READ FIRST ITEM – FOLLOW ROTATION)**.

When thinking about the college teacher preparation you received in terms of **(READ ITEM)**, would you say that you were prepared extremely well, very well, moderately well, moderately poorly, or very poorly?

What about **(READ NEXT ITEM AND CONTINUE)**?

	Extremely Well	Very Well	Moderately Well	Moderately Poorly	Very Poorly	No College Preparation (VOL)	DK/ Ref.
ELEMENTARY TEACHERS (K-4) – ONLY							
A. Multi-age/multi-ability grouping	5	4	3	2	1	8	9
B. Developmentally appropriate practices	5	4	3	2	1	8	9
D. Continuous progress	5	4	3	2	1	8	9
E. Qualitative reporting	5	4	3	2	1	8	9
F. Professional team work	5	4	3	2	1	8	9
G. Positive parent involvement	5	4	3	2	1	8	9
H. Authentic Assessment	5	4	3	2	1	8	9
MIDDLE SCHOOL (5-8) – ONLY							
A. Culminating projects for instructional units	5	4	3	2	1	8	9
B. Block/flexible scheduling	5	4	3	2	1	8	9
C. Inter-disciplinary teaming	5	4	3	2	1	8	9
D. School transformation planning	5	4	3	2	1	8	9
E. Integrated portfolios	5	4	3	2	1	8	9
HIGH SCHOOL (9-12) – ONLY							
A. Kentucky Academic Expectations in your teaching area	5	4	3	2	1	8	9
B. Block/flexible s scheduling	5	4	3	2	1	8	9
C. Inter-disciplinary teaming	5	4	3	2	1	8	9
D. School transformation planning	5	4	3	2	1	8	9
E. Integrated portfolios	5	4	3	2	1	8	9
ALL TEACHERS							
S. Kentucky's curriculum framework/transformations	5	4	3	2	1	8	9
T. KIRIS Testing	5	4	3	2	1	8	9
U. Writing portfolios	5	4	3	2	1	8	9
V. Performance events	5	4	3	2	1	8	9
W. The Kentucky Education Technology System (KETS)	5	4	3	2	1	8	9
X. School-Based Decision-Making	5	4	3	2	1	8	9
Y. Extended School Services	5	4	3	2	1	8	9
Z. Family Resource and Youth Services Centers	5	4	3	2	1	8	9

BEST COPY AVAILABLE

4a. Now we want to know to what extent your college teacher preparation program influenced your attitude toward KERA. On a scale of "0" to "5" where a "0" represents "no influence at all" and a "5" represents "the highest amount of influence", how much did your college teacher preparation program influence your atitude toward KERA?

5 Highest amount of influence
4
3
2
1
0 No influence at all **SKIP TO Q5**
9 Don't Know/ No Answer **SKIP TO Q5**

4b. Would you say that the influence which your college's teacher preparation program had on your attitude toward KERA was generally positive or generally negative?

IF GENERALLY POSITVE ASK: Would that be extremely positive, very positive, or moderately positive?

IF GENERALLY NEGATIVE ASK: Would that be moderately negative, or very negative?

6 Extremely Positive
5 Very Positive
4 Moderately Positive
3 Neither Positive nor Negative (VOL)
2 Moderately Negative
1 Very Negative

9 Don't Know/ No Answer

5. The Kentucky Education Reform Act of 1990 introduced some new beliefs about teaching and learning as well as new strategies and school structures. A number of key assumptions or beliefs about teaching and learning guided the designers of KERA. We want to know to what extent you agree or disagree with some of these beliefs.

The first belief is **(READ STATEMENT – FOLLOW ROTATION – SPLIT GRID TO AC AND BD)**, do you strongly agree, agree, disagree, or strongly disagree with this statement?

What about **(READ NEXT STATEMENT AND CONTINUE)**?

	Strongly Agree	Agree	Neither or Don't Know	Disagree	Strongly Disagree
A. All children can learn, and most at a high level.	5	4	3	2	1
B. We should set high learning standards for all children.	5	4	3	2	1
C. Schools should be held accountable for student learning.	5	4	3	2	1
D. Both rewards and sanctions are necessary incentives to encourage high performance in schools.	5	4	3	2	1

6. The Kentucky Teacher Internship Program was designed to assist, as well as assess, the teaching performance of first-year teachers.

We are interested in knowing how helpful the Kentucky Teacher Internship Program and the members of your assistance and assessment team were. On a scale of "0" to "5" where a "0" represents "No help at all" and a "5" represents "Extremely helpful", please tell me how helpful each of the following were during your internship period. Let's start with the overall helpfulness of **(READ FIRST ITEM – FOLLOW ROTATION)**. How helpful would you say that **(REPEAT ITEM)** was?

What about **(READ NEXT ITEM AND CONTINUE)**?

	Extremely Helpful					No Help At All	DK/ Refused
DO NOT ROTATE A							
A. The Kentucky Teacher Internship Program overall	5	4	3	2	1	0	9
ROTATE B THROUGH D							
B. Your resource teacher	5	4	3	2	1	0	9
C. Your university supervisor	5	4	3	2	1	0	9
D. Your school principal	5	4	3	2	1	0	9

7. Now, thinking only about your own teaching in your own classroom, to what extent do you agree or disagree with the following statement?

(READ STATEMENT), would you say that you strongly agree, agree, disagree, or strongly disagree with this statement?

	Strongly Agree	Agree	Neither or Don't Know	Disagree	Strongly Disagree
I am certain I am making a difference in the lives of my students.	5	4	3	2	1

Closing

That is all the questions we have for you today.

Thank you very much for taking the time to complete this survey!!

In case my supervisor wants to call and verify my work my first name is _____. Did I reach you at **(REPEAT PHONE NUMBER)**?